Indiana Curriculum Resource

INSPIRE

Indiana Virtual Library

http://www.inspire.net

Teacher Resource Guide

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Table of Contents

Let Us *INSPIRE* You!

This INSPIRE Curriculum Resource is designed to show teachers and Media Specialists that INSPIRE can be incorporated into standards based research projects for students of all ages. Included in this resource guide you will find:

> INSPIRE overview
> Searching INSPIRE
> Research and planning models
> Sample Indiana standards-based projects using INSPIRE
> Communication to inform parents about INSPIRE

Why bother with *INSPIRE*?

1. Offers sources that are credible, documented and educationally sound
2. Enables easier teaching of search strategies, since all searches will initially follow the same pattern
3. Creates less frustration for students than using the World Wide Web
4. Results in fewer superfluous sources, more relevant "hits"
5. Educates staff and students in "good" resources available to all, even from "home"
6. Allows articles to be Emailed home
7. Provides full text, and a broad range of sources and levels
8. Makes creating a Works Cited easier

Create *INSPIRE* -ational units!

The projects included in this resource guide create learning opportunities that reflect current best-practice instructional strategies. Teams of Media Specialists and classroom teachers worked together to plan research units, which were first based on state standards for both information literacy and subject/grade level areas. The inquiry-based units incorporate critical thinking skills, active learning, and performance-based assessments. Technology and information literacy skills are integrated throughout the units. In addition, practical and helpful hints for project implementation are included.

Sources used:

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.
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Loertscher, David. Reinventing Indiana's School Library Media Programs in the Age of
    Technology: A Handbook for Principals and Superintendents. San Jose,
     California: Hi Willow Research, 2001.

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 "Rubistar, Create Rubrics for Your Project Based Learning Activities." High Plains
Regional Technology in Education Consortium, 2001. http://rubistar.4teachers.org/

Participants:

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                    Intermediate

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Prairie Trace Elementary
Holly Beaver, Media Specialist
Lynn Donnelson, Teacher, Grade 3
Denise Dragash, Teacher, Grade 3

INSPIRE: What is it?

INSPIRE is Indiana's **Virtual library on the Internet** that can be accessed by Indiana residents using any computer equipped with an Indiana connection and Web browser as Netscape or MS Internet Explorer.

INSPIRE is a collection of **commercial databases and information resources.** INSPIRE has full text articles from magazines, newspaper and reference sources. The databases consist of academic, business, medical, scientific and educational sources. INSPIRE includes many links to data about Indiana museums, historical sites, newspaper and other media, sports, schools and universities, and government agencies. These links are updated every seven days.

FREE!!! to all Indiana residents
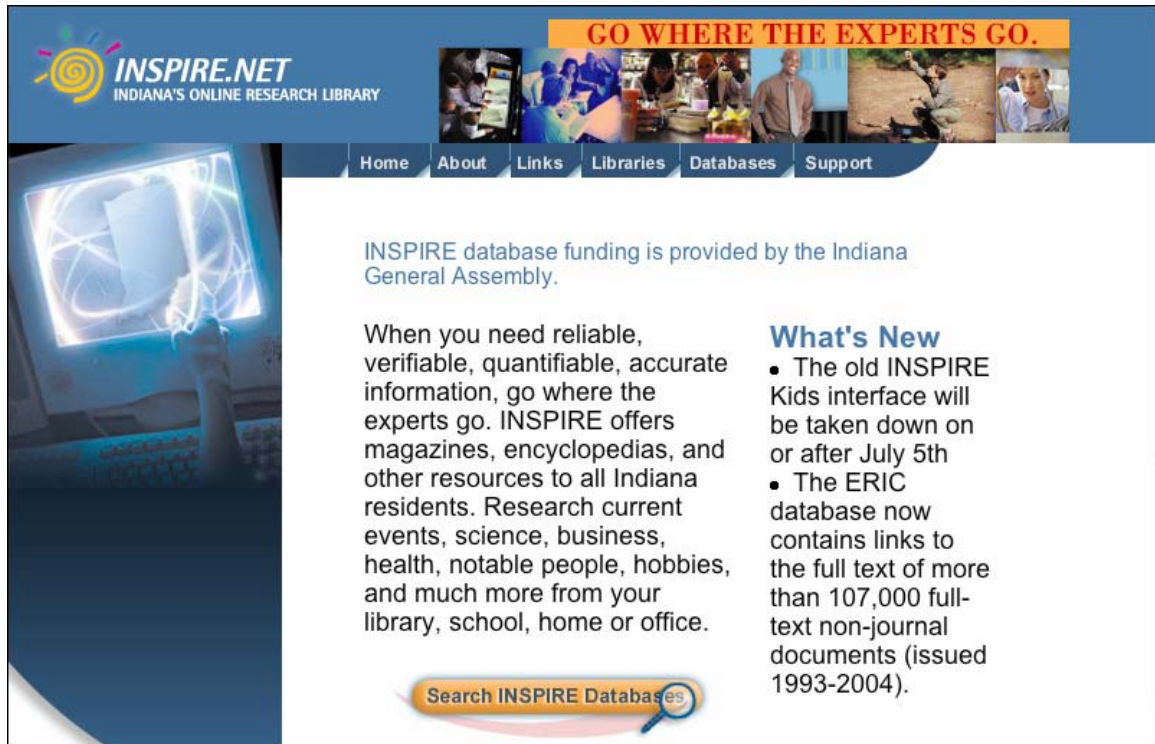
Funding –INSPIRE is a service of Indiana Cooperative Library Services Authority (INCOLSA). INSPIRE funding comes from a number of sources: Lily Endowment Inc., Indiana State Library, LSTA (Library Services and Technology Act) and INCOLSA member libraries.

Full text information – Some resources provide complete text of an article with citation.

INSPIRE
Indiana Virtual Library

The *INSPIRE* Homepage

http:// **www.inspire.net**

Links to interesting
sites

Searchable **Databases**

INSPIRE Contents

Links -Comprehensive index to Indiana resources:

ART & HISTORY– All types of museums, **art galleries, historical sites, genealogies, state parks,** and Indiana in the **Civil War**, etc.

COMMUNITY NETS– Links to different **county governments** and information and services.

EDUCATION – Links to a variety of primary and secondary **school web pages**. Also there are links to all the **Indiana colleges and universities'** web pages.

ENTERTAINMENT– Links to different **theatres, live and movie of Indianapolis**, and a selection of Indianapolis Internet links. VISIT INDIANA has comprehensive links to **famous Hoosiers**.

EMPLOYMENT – Links that encompass the United States. There are a multitude of **search engines for jobs**.

GOVERNMENT -- Links to all the **state government a**gencies and committees.

MEDICAL/HEALTH – An extensive list of links to **medical databases**.

KIDS – A list of **children's search engines** like AskJeeves for Kids, 700+ Great Web sites for Kids, 4KIDS, KIDS Connect, KIDS Click, Yahooligans. Also CIA Factbook , Fact Monster, States and Capitols, Infoplease, Online Dictionary and Thesaurus, and Reference desk.

MEDIA & NEWS– Links to all the **major and local newspapers** throughout the state as well as **radio and TV stations** and Indiana magazines.

SPORTS – Links to all the Indiana **professional, collegiate, high school teams**: football, soccer, hockey, baseball and basketball. Also has links to horse racing, auto racing, golf and hunting and fishing.

REFERENCE – Links to a comprehensive list of **encyclopedias and dictionarie**s both general and specialized. Also access to libraries all over the world is available including the **Library of Congress**. Phone books, maps and other resources are available, too.

What Tree is it? – Helps identify a tree by its leaf, fruit or name.

Searchable Databases:

Biography Resource Center- Research biographical information from publications and full text periodical articles

Informe! - Links to **Spanish magazines** and pamphlets with full text. There is a **Spanish thesaurus** for native Spanish speakers.

EBSCO Host: Search these databases for full text and abstract information on a variety of topics.

	Professional Development	MEDLINE
MasterFILE	Collection	**U.S. Pharmacopeia** (USP DI),
Business Source	**EBSCO Online Citations**	Middle Search
Newspaper Source	Funk & Wagnalls	MAS Ultra - School Edition
Business Wire News	Health Source: Consumer	Primary Search
Academic Search	Health Source:Nursing/Academic	**EBSCO Animals**
		Military Full Text
		MEDLINE
		.

INSPIRE Kids– A search interface designed especially for **children in grades 3-7.** Ability to multi-level search at age appropriate reading levels. This interface helps children search databases in a simple fashion. Resources included are:

Primary Search	Funk & Wagnalls' Encyclopedia
Middle Search Plus	Ebsco Animals

What Tree Is It? Great database for identifying 170 Midwest trees; includes full-color photos

A full description of all databases is found in the appendix.

Creating *INSPIRE*-ational research projects!

 "Two heads are better than one!" is a great philosophy for planning a research project. Involving your school Media Specialist in the formulation of your project will insure the age appropriateness of the project, the availability of relevant sources, expose students to information literacy skills and standards, suggest strategies for problem-based learning, authentic assessment and interdisciplinary possibilities. Before beginning a research project, the following suggestions will assist teachers in instructional planning. Together with your Media Specialist you can decide on the research model and assessment that best fits the project and your students.

Instructional Planning
Instructional planning begins by collaborating with your Media Specialist. Collaboration will blend expertise in gathering appropriate materials, integrating technology, and formulating the process to complete the remaining steps in instructional planning.

1. **Identify content and standards to be addressed**. With your Media Specialist, brainstorm possible questions, topics, activities that most effectively involve students in attaining this information.
2. **Explore the BIG IDEA(S)**. When all is said and done, what broad, general, key concepts would you like the students to learn from this lesson?
3. **Brainstorm GUIDING QUESTIONS**. What essential questions should students be able to answer that will lead them to understand or deduce the BIG IDEA(S) or key concepts?
4. **Identify KEY SKILLS and PROCESSES** the students will know and be able to do *by the end of the project.*
5. **Decide how students will be ASSESSED**. What performance tasks and rubrics will be used to guide instruction and evaluate student learning?
6. **Describe LEARNING ACTIVITIES** that will take place to lay the fundamental background needed before introducing the research project. The discussions, instruction, use of the text, films, and learning activities should lead the students to the desired SKILLS PROCESSES and BIG IDEA.

This template reflects the 6 Step Instructional Planning Process:
It is a working tool to facilitate collaboration with your Media Specialist

_____/_____
Grade   Topic

Indiana Academic Standards: AVAILABLE AT : http://ideanet.doe.state.in.us/

Content Area:

Language Arts:
(Check all that apply)

2. *RDG COMPREHENSION:*
Structural Features of Information and Technical Materials:
- ❑ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:
- ❑ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
- ❑ Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:
- ❑ Distinguish among facts, supported inferences and opinions in text.

4. WRITING PROCESS

Organization and Focus:
- ❑ Use graphic organizers to plan writing
- ❑ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:
- ❑ Use note-taking skills
- ❑ Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks
- ❑ Use a thesaurus to identify alternative word choices

5. WRITING APPLICATIONS:

Different types of Writing
- ❑ Write research reports about important ideas, issues, or events

Information Literacy Skills:
(Check all that apply)
- ❑ Standard 1: accesses information efficiently and effectively.
- ❑ Standard 2: evaluates information critically and competently
- ❑ Standard 3: uses information accurately and creatively.
- ❑ Standard 4: pursues information related to personal interests.
- ❑ Standard 5: appreciates literature and other creative expressions of information.
- ❑ Standard 6: strives for excellence in information seeking and knowledge generation.
- ❑ Standard 7: recognizes the importance of information to a democratic society.
- ❑ Standard 8: practices ethical behavior in regard to information and information technology.
- ❑ Standard 9: participates effectively in groups to pursue and generate information.
- ❑ Standard 10: understands the nature and operation of technology systems.
- ❑ Standard 11: uses a variety of technology tools to enhance learning, increase productivity, promote creativity, and communicate effectively.
- ❑ Standard 12: uses technology tools to solve problems and make informed decisions.

Integrated Technologies: (Word Processing, Web Pages, PowerPoint, Spreadsheets, Video Production,etc.)

Big Idea(s)/Concepts:
(Students will understand that…)

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1.

2.

3.

4.

Key Skills and Processes:

Students will know…	Students will be able to…

Assessment:
(How will students demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence: *(Quizzes, tests, homework, etc.)*

Learning Activities:

(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

Resources:

Reflections:

(What worked, what didn't?)

RESEARCH MODELS

There are many research models and processes that provide a methodical guide for *student problem solving* and the research process. Your Media Specialist may have a particular favorite, or together you can investigate some models to find one that suits you and your students.

Sample Research Models:

QUEST!

http://www.ccs.k12.in.us/ISO/LiteracyQuest.htm

Question

Use multiple resources

Evaluate information

Summarize information

Technology integration

! Wow!! Look what I've learned about researching!

AGOPP

http://www.mcps.k12.md.us/departments/isa/elit/agopp/agoppindex.htm

Ask Questions

Gather information

Organize information

Prepare/ Produce information

Present and Assess information

The Big 6
http://www.big6.com/overview.htm
1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of information
5. Synthesis
6. Evaluation

SUCCEED
http://www.stemnet.nf.ca/~acrawfor/lrc2b.html

Select and focus topic and information needs.

Uncover potential sources of information. Learn how to access them.

Collect, examine, and select suitable resources.

Compile relevant information from selected sources.

Evaluate, interpret, analyze, and synthesize the information.

Establish and prepare an appropriate format and present the information.

Determine the effectiveness of the whole process.

More Research Models to investigate:

The Research Cycle http://questioning.org/module/cycle.html
FLIP IT   http://members.home.net/ayucht/background.html#top
Pathways to Knowledge http://www.pathwaysmodel.com/the-model/graphic/
I-Search http://www.edc.org/FSC/MIH/i-search.html
Teaching Information Literacy: The Big Skills Approach to Information Problem Solving http://www.itrc.ucf/edu/webcamp/final_projects/barney/big6.html
Comparisons of Information Skills Process Models
http://www.big6.com/comparison_chart.gif

GRAPHIC ORGANIZERS

Graphic organizers help students organize and analyze the information they collect. A graphic organizer assists students in focusing on topics and note taking. They also provide a visual picture of information that helps the student see patterns and relationships.

By viewing sample graphic organizers with your Media Specialist, you can determine the best choice for your project.
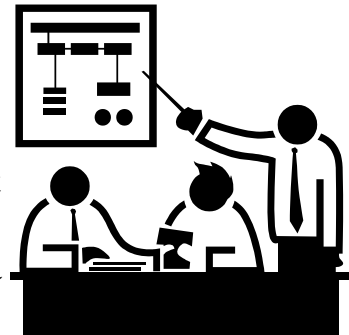
Sample Research Organizers:

K-W-H-L:
Source: http://www.graphic.org/kwhl.html

K	W	H	L
What do we know?	What do we want to find out?	How can we find out what we want to learn?	What did we learn?

Cluster Diagram-Research Cycle
Source:http://www.graphic.org/cluster.html

Research Webs:
Source: http://www.graphic.org/squirrel.html
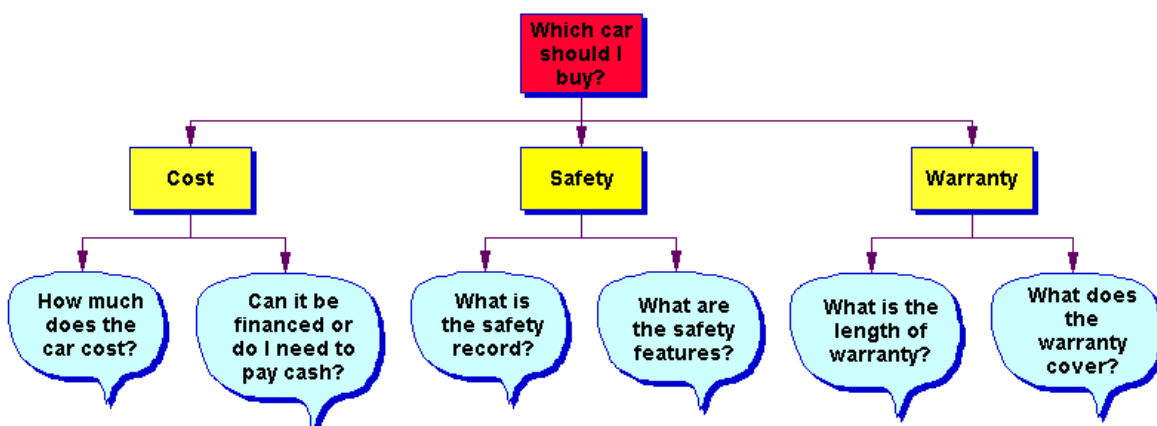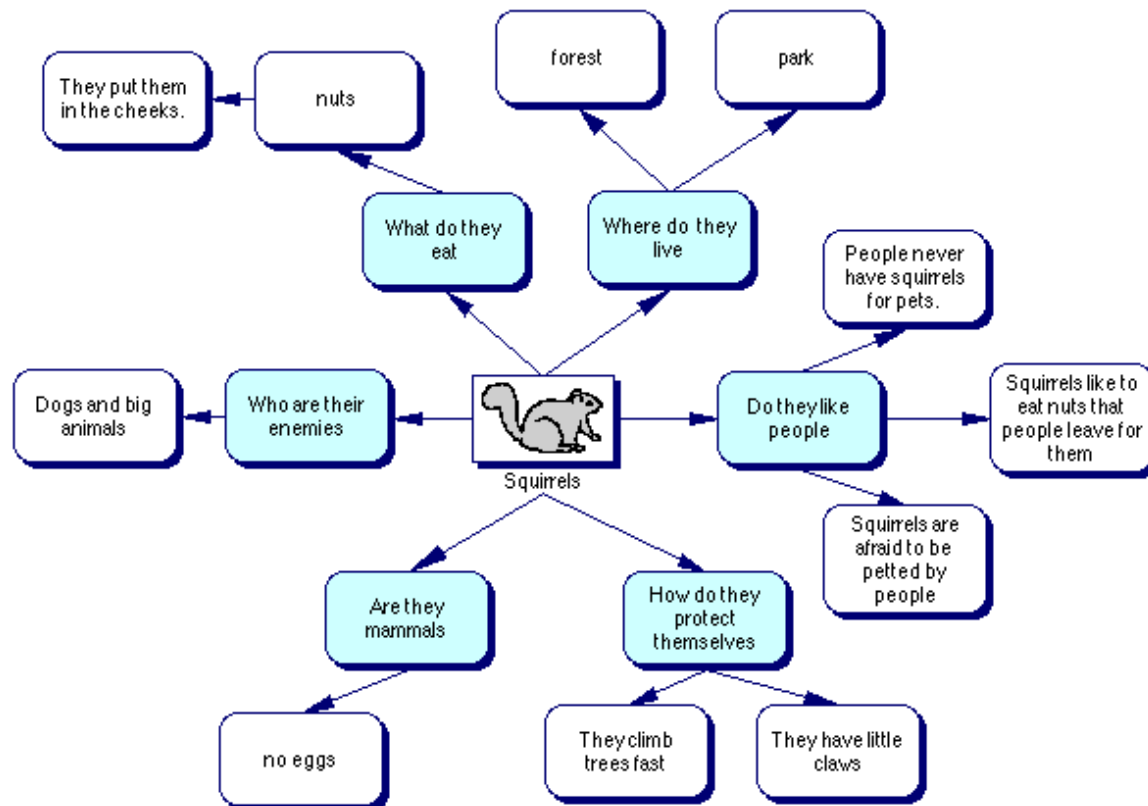
Information Grids
Source: **http://www.fno.org/oct97/grids.html**

Which was the worst war in U.S. history?			
WAR	**Casualties**	**Damage to Places**	**Long term Damage to Society**
Revolutionary			
Civil War			
World War I			
World War II			
Vietnam War			

More Research Models

to investigate:
Printable Graphic Organizers:
http://www.teachervision.com/lesson-plans/lesson-6293.html?s21
Graphic Organizer Generator
http://www.teach-nology.com/web_tools/graphic_org/

ASSESSMENT

The final piece of instructional planning is deciding how student knowledge and skills will be assessed. Assessment can take many forms: teacher observation, student reflection, products, processes, homework, quizzes and/or test grades. Assessing student projects is best accomplished through the use of rubrics. Rubrics, whether teacher or student generated, are only effective if they are planned before instruction begins and given to students before the initiation of a project to give them a performance target.

Sample Research Organizers:

Research Skill	Excellent (3 pts)	Satisfactory (2 pts)	Needs Improvement (1pt)
Questioning	Independently discovers an issue or problem which needs a decision or solution	Some adult help needed to focus on issues and problems	Relies on adults to state questions and topics
Sources	Selects high quality sources independently and efficiently	Selects sources with mixed success	Wanders from source to source without questioning which source will be most helpful
Organization	Collects and organizes important information for retrieval independently	Collects information with some degree of organization	Loses track of most important information
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. Less than 3 details and/or examples are given.	Information has little or nothing to do with the main topic.
Synthesizing	Creates an original decision or solution	Reorganizes and combines strategies of others	Restates the decisions and solutions of others
Evaluating	Tests solutions and decisions to see if supporting information is adequate	Looks for missing information	Reaches a hasty conclusion
Reporting	Creates and presents an original product which effectively addresses the original problem or issues	Provides a product which offers some insight with regard to the original problem or issues	Shares the thoughts or works of others

Project Scoring Sheet

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	**Below Avg.**	**Satisfactory**	**Excellent**
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score:_____

Teacher(s) Comments:

Rubric Generator Sites:
Lessonsplansearch.com:
   http://www.lessonplansearch.com/Rubrics/
Teach-nology Rubrics generator:
   http://teachers.teach-nology.com/web_tools/rubrics/
Rubistar:
   http://rubistar.4teachers.org/
Rubric Template:
      http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

INSPIRE-ational units!

Teams of teachers and media specialists have created the following projects as examples of how INSPIRE can be incorporated into research projects for students in grades three through high school. Theses units reflect current best practices, instructional strategies, Indiana academic standards, information literacy and technology standards.

Sample Units:

3rd Grade / Community Contributions

Indiana Academic Standards:

Content Area:

Social Studies
3.1.2 Explain why and how the local community was established, and identify founders and early settlers

Science
Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live

Language Arts:
2. *RDG COMPREHENSION:*
Structural Features of Information and Technical Materials:
- ❑ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:
- ❑ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
- ❑ Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:
- ❑ Distinguish among facts, supported inferences and opinions in text.

4. *WRITING PROCESS*
Organization and Focus:
- ❑ Use graphic organizers to plan writing
- ❑ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:
- ❑ Use note-taking skills

5. *WRITING APPLICATIONS:*
Different types of Writing
- ❑ Write research reports about important ideas, issues, or events

Information Literacy Skills:

Standard 1: accesses information efficiently and effectively.
Standard 8: practices ethical behavior in regard to information and information technology.
Standard 12: uses technology tools to solve problems and make informed decisions.

Big Idea(s)/Concepts:

Citizens, like Thomas Jefferson, made important contributions to the community.

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1. How did the important contributions this person made impact the community?

2. How did the events of this person's life contribute to the community?

3. How does this individual's community compare to the community in which you live?

Key Skills and Processes:

Students will know how to…	*Students will be able to…*	
*name the individual's contributions *identify the key events of the person's life *compare and contrast the community of the individual and their own	*make a timeline of the famous person's life *summarize the key events and contributions made by this person *list resources used in researching	**Assessment:**

(How will students demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence: *(Quizzes, tests, homework, etc.)*
Research paper that includes: *a timeline of the famous person *an acrostic poem *artwork supporting early events or contributions *demonstrate knowledge of main idea and supporting details	*research paper *bibliography

Learning Activities:

(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

- ❖ Use print and electronic resources to research the famous person
- ❖ Utilize graphic organizers
- ❖ Instruction of accessing data in print and nonprint resources
- ❖ Instruction of using bibliography cards
- ❖ Instruction of fiction/nonfiction sources
- ❖ Instructing on the taking of notes
- ❖ Instructing proper writing of main idea/supporting paragraphs

Resources:

INSPIRE
Encyclopedia (print and online)
Non-fiction Books
Magazines
Real-life character portrayal

Reflections:

Teacher/ Media Specialist:

(What worked, what didn't?)

Community Contributors Project
3rd Grade

Find out more about the life and accomplishments of someone famous who has contributed to his/her community. The person's contribution may be through an invention, government service, military, or community action. You will need to use books and references to gather your information. Materials may be obtained from our school media center, your public library, and other resources you have at home.

Here are some suggestions:

Biographies	Non-fiction books	Magazines
Encyclopedias	Encyclopedias	Videos

Your report will be due_____.

Directions:
1. Read to gather information about a famous person who has made a contribution to his/her community.
   Organize your ideas in the Organizer we provide
   Be sure to find information about each of the following topics on Thomas Jefferson:
   a. Family and Childhood
   b. Career
   c. Important accomplishments
   d. Interesting facts

2. Your report should have at least 4 paragraphs: one for each of the 4 topics.

3. Create a timeline of this person's life. If you wish to add illustrations or color to make your timeline more interesting, please do so!

4. Draw a picture to accompany your report. Use crayons, colored pencils or markers to color your illustration.

5. Compose an acrostic poem. Write the letters in the person's name down the left side of the page. Choose words, which begin with the letters you wrote to describe this person. For instance, if you were writing an acrostic fro George Washington, his first name might look like this:

    G eneral
    E xcellent president
    O orphan at age 15
    R evolutionary War
    G overnment
    E lected in 1789

6. Create an interesting cover for your Report Booklet. Include your name and date on the front cover.

7. List all the resources you used.

Research Report Rubric
Community Contributors Project

1. Addresses all 5 topics.	**4 pts.**
2. Uses at least two sources of information.	
3. Uses complete sentences.	
4. No mistakes in spelling, punctuation, or capitalization.	
5. Very neatly written or typed.	
1. Addresses 4 of the topics.	**3 pts.**
2. Uses at least two sources of information.	
3. Uses complete sentences most of the time.	
4. Few mistakes in spelling, punctuation or capitalization.	
5. Writes neatly.	
1. Addresses 3 of the topics.	**2 pts.**
2. Uses at least two sources of information.	
3. Uses complete sentences some of the time.	
4. Several mistakes in spelling, punctuation or capitalization.	
5. Writes fairly neatly.	
1. Addresses 1 or 2 of the topics.	**1 pt.**
2. Uses one source of information.	
3. Uses many incomplete sentences.	
4. Mistakes in spelling, punctuation, and capitalization interfere with meaning.	
5. Illegible writing.	

Content Standards:

Indiana Academic Standards:

Social Studies:

4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.
4.1.6 Explain how key individuals and events influenced the early growth of the new state of Indiana.
4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
4.1.8 Give examples of Indiana's increasing agricultural, industrial, and business development in the nineteenth century.
4.1.9 Describe the participation of Indiana citizens in World War I and the changes the war brought to the state.
4.1.11 Identify important events and movements that changed life in Indiana in the twentieth century.
4.1.12 Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation and international connections, in the last part of the twentieth century.
4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
4.1.15 Using primary source* and secondary source* materials, generate a question, seek answers, and write brief comments about an event in Indiana history.
4.2.7 Define and provide examples of civic virtues* in a democracy.
4.3.5 Map the physical regions of Indiana, and identify major natural resources and crop regions.
4.3.9 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.

Language Arts:

2. *RDG COMPREHENSION:*

Structural Features of Information and Technical Materials:
❑ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding
Comprehension and Analysis of Grade -Level-Appropriate Text:
❑ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
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❑ Use a thesaurus to identify alternative word choices
5. WRITING APPLICATIONS:
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❑ Write research reports about important ideas, issues, or events

Information Literacy Skills:

❑ Standard 1: accesses information efficiently and effectively.
❑ Standard 2: evaluates information critically and competently
❑ Standard 3: uses information accurately and creatively.
❑ Standard 4: pursues information related to personal interests..
❑ Standard 6: strives for excellence in information seeking and knowledge generation.
❑ Standard 8: practices ethical behavior in regard to information and information technology
❑ .Standard 10: understands the nature and operation of technology systems

Integrated Technologies:

• Word Processing

Big Idea(s)/Concepts:

(Students will understand that…)

Indiana is unique because of its history, people, geography, and cultural contributions.

Guiding Questions:

(Questions that help us uncover the Big Idea/Concepts)

1. How have key events influenced Indiana history?

2. What are the differences and similarities between being an Indiana citizen and a U.S. citizen?

3. How does history, geography and geology influence the production of goods in Indiana?

5. Who do you feel influenced Indiana's culture?

Key Skills and Processes:

Students will know…	Students will be able to…	**Assessment:**
. 5 events in Indiana's history . identify personal and public civic responsibilities of being an Indiana citizen . identify 3 main regions of Indiana . identify one product of Indiana and follows its history . identify 3 influential people of Indiana	. make a timeline of Indiana history . compose a Indiana citizen mission statement . compare the 3 main regions by topography . interpret and predict the future of their product's impact on Indiana's economy . explain the importance of three persons' contributions to Indiana and the world.	*(How will students*

demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence: *(Quizzes, tests, homework, etc.)*
• Create a brochure that includes timeline, topographical map, chart, profile of a Hoosier, and citizen mission statement.	• Indiana Scavenger Hunt • Creative Writing

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

- Use print and electronic resources to research Indiana
- Develop questions
- Utilize graphic organizers
- Work in small groups to investigate the different cities of Indiana
- Lessons on accessing data via online resources
- Lesson on documenting sources
- Lesson on WORD/template/brochures
- Read daily from the picture book, <u>H is for Hoosier</u> by Cynthia Furlong Reynolds

Resources:
- INSPIRE: links
- General Encyclopedias
- Online library catalog
- Video sources
- Internet resources
- Textbooks – <u>Indiana, Exploring Indiana</u>
- Indiana vertical file
- Nonfiction books

Reflections:
Students: Information Literacy Reflection:
Which resources provided the best information for your project? How did you decide which resources and information to use in your research?

Teacher/ Media Specialist:
(What worked, what didn't?)

INSPIRE
Learning Activity

INDIANA SCAVENGER HUNT

Locate the answers to the questions by using **INSPIRE Links** . A clue /keyword is given to help you.

Standard 4.1.7
1) Find a map of the Underground Railroad
   Keyword: HISTORY-Civil War Indiana

Standard 4.2.4
2) What are the duties of the Secretary of State?
   Keyword: GOVERNMENT, ACCESS Indiana, Governments

   _____
   _____
   _____

Standard 4.1.11
3) How many Hoosiers died in World War II?
   Keyword: HISTORY-Indiana War Memorials

   _____

Standard 4.1.9
4) Find some pictures of early tools used for farming in the 1800's.
   Keyword: HISTORY-Connor Prairie, History Online

Standard 4.4.7
5) Who were the Studebaker brothers and what did they do in Indiana?
   Keyword: HISTORY-Studebaker National Museum

   _____
   _____
   _____
   _____

Standard 4.2.3
6) Who serves on the Indiana Supreme Court and what are their qualifications?
Keyword: GOVERNMENT, ACCESS Indiana, Government

_____
_____
_____
_____

Standard 4.1.5
7) What Indian tribes lived in Indiana in the 1830's?
Keyword: HISTORY, Conner Prairie, History Online

_____
_____
_____

Standard 4.1.3
8) Find a timeline of historical events in Indiana's history.
Keyword: HISTORY, Indiana Historical Society

Standard 4.2.6
9) What are the requirements to vote in Indiana?
Keyword: GOVERNMENT, ACCESS Indiana, Living in Indiana

_____
_____

Standard 4.3.2
10) What is the estimated distance between the old state capitol and the new state capitol?
Keyword: GOVERNMENT, State information, Traveling Indiana, Historical markers,
….AND MAPS

_____

Standard 4.5.4
11) What contributions did James Whitcomb Riley make to American literature?
Keyword: ENTERTAINMENT, Visit Indiana, Famous Hoosiers

_____
_____
_____

Indiana Facts

Name _____

Use this page to record your notes that you have found while researching.

Topic_____

Location	History
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Government	**Products/ services**
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Attractions	**People**
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Indiana Brochure Rubric

Student Name _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling & Proofreading	No spelling and grammar errors remain after being proofread.	No more than 1 spelling and grammar error remains after being proofread.	No more than 3 spelling and/or grammar errors remain after being proofread.	Several spelling/grammar errors in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	Accurately answer all questions related to facts and uses technical processes in the brochure.	Accurately answer most questions and uses most technical processes in the brochure.	Accurately answer some questions and uses some technical processes in the brochure.	Fails to answer questions accurately and use few technical processes in the brochure.

Indiana Timeline Rubric

Student Name _____

CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Readability	The overall appearance of the timeline is colorful and easy to read.	The overall appearance of the timeline is neat and easy to read.	The timeline is readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.

**5th Grade Science: Environment
(Interdependence of Life and Evolution)**

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Content Area: <u> Science </u>   Unit of Study: <u>Interdependence of Life and Evolution</u>
Unit Beginning date: <u>   </u>   Unit End date: <u>   </u>

Indiana Academic Standards:

Science:

5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive well, and some cannot
    survive at all.
5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.
5.4.6 Recognize and explain that most microorganisms do not cause disease and many are beneficial.
5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give
    members of these groups (plants and animals) an advantage in surviving and reproducing.

Language Arts:
2. RDG COMPREHENSION:

Structural Features of Information and Technical Materials:
- Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and
  find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:
- Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
- Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:
- Distinguish among facts, supported inferences and opinions in text.

4. WRITING PROCESS
Organization and Focus:
- Use graphic organizers to plan writing
- Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:
- Use note-taking skills
- Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus,
  word searches, the thesaurus, and spell checks
- Use a thesaurus to identify alternative word choices

5. WRITING APPLICATIONS:
Different types of Writing
- Write research reports about important ideas, issues, or events

Information Literacy Skills:
1.1 Recognizes need for information
1.2 Recognizes that accurate and comprehensive information is the basis for intelligent decision making
1.3 Formulates questions based on needs
1.4 Identifies a variety of potential sources of information
1.5 Develops and uses successful strategies for locating information
2.1 Determines accuracy, relevance, and comprehensiveness
2.2 Distinguishes among fact, point of view and opinion
2.3 Identifies inaccurate and misleading information
2.4 Selects information appropriate to the problem or question at hand
3.1 Organizes information for practical application
3.2 Integrates information into one's own knowledge
3.3 Applies information in critical thinking and problem solving
3.4 Produces and communicates information and ideas in appropriate formats
5.3   Develops creative products in a variety of formats
6.1 Assess the quality of the process and products of personal information seeking
7.1   Uses information technology responsibly

Integrated Technologies:
- Accesses electronic information sources
- Microsoft Publisher- create biome, web pages or brochures

(Students will understand that…)

- Every living thing in life depends on other living and nonliving things.
- There is a chain reaction to environmental factors

Guiding Questions:

(Questions that help us uncover the Big Idea/ concepts)

How do changes in the environmental factors of a habitat impact its plants, animals, and microorganisms?

What can be done to protect the environmental factors of the earth's habitats?

Key Skills and Processes:

Students will know…	Students will be able to…
• differences and similarities of the earth's habitats • types of plants and animals that live in each habitat • locations of the habitats on a world map • climates of the habitats	• Compare and contrast differences and similarities of the earth's habitats • Analyze the affects of an environmental change on the survival of its plants and animals • Recognize environmental threats and suggest ways to prevent them.

Assessment:
(How will students demonstrate learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence *(Quizzes, tests, homework)*
• Design a website or brochure for a biome that shows its world locations, gives information about its plants and animals, and suggests methods for protecting the biome. • Conduct experiments about the environmental effects of moisture and salinity, then draw about how these variables affect world biomes.	• Quizzes on terrestrial and aquatic biomes • Quizzes on insects • Lab work /observations • Investigation responses

Learning Activities:
(Activities that lead students to the Big Idea and prepare them for performance tasks)

1. As learning groups, students will research the climate, plants, animals, potential threats and environmental factors of the following habitats:
    Coral Reef, Freshwater, rain forest, Savanna, Desert, Seashore, Temperate Deciduous Forest, Temperate Grassland

2. Investigations:
    *   Grow plants with various amounts of moisture
    *   Grow plants with different amounts of salinity
    *   Observe the activities of mealworms
    *   Observe the affects of variable light intensity/exposure on mealworms
    *   Observe the affects of variable soil moistness/dryness on darkling beetles
    *   Observe the affects of variable salinity levels on brime shrimp
    *   Observe the affects of variable acidity levels on elodea (water plants) and goldfish

Resources:
General Encyclopedias
DK Nature Encyclopedia
Microsoft Explorapedia *CD Rom*
Encarta

Assortment of nonfiction books about biomes, habitats
(*Coral Reef, Desert, Freshwater, Rain forest, Savanna, Seashore, Temperate Deciduous Forest, Temperate Grassland*)

Online Resources:
INSPIRE Kids-online periodical databases
Internet

Reflections:

Teacher/ Media Specialist:
(What worked, what didn't?)

Name_____   5th Grade

Environment Information QUEST!

The environment I am research is_____

Questions to be answered:

What can we do to protect the environmental factors of this habitat?
Consider plants, animals, climate, food chain, and current environmental threats

Our Questions:

_____
_____
_____
_____
_____
_____

Keywords that may help locate information:

_____   _____

_____   _____

_____   _____

Use multiple sources of information:

Reference:	_____	*World Book Encyclopedia*
	_____	*DK Nature Encyclopedia*
	_____	*Grolier Student Encyclopedia of Science, Technology and the Environment*
CD Rom:	_____	*Microsoft Explorapedia*
	_____	*Microsoft Encarta*
Online:	_____	*INSPIRE- Inspire Kids*-Use INSPIRE Activity sheet
Nonfiction:	_____	Use catalog to locate nonfiction books in school collection

Organize notes on Habitat Research Organizer sheet using short phrases; ***do not copy sentences from your sources!***

Evaluate information:

- Check notes for accuracy…do sources agree on facts?
- Notes should be written in meaningful phrases using your own words; do not use complete sentences; do not copy directly from the source
- Have you recorded all of the bibliographic information about each source used?
- Do you have enough information to answer each of your questions?

Summarize:

- Express facts in your own words
- Be sure you can answer each question completely
- Organize your notes to design your brochure or web page. Be sure your paragraphs are interesting, using topic sentence and supporting sentences.
- Be sure the maps about your environment include a key and are color-coded.

Technology:

- Use Microsoft Publisher to type your environment web pages or brochure. Check for spelling and grammar errors. Include interesting graphics that pertain to the information.

!Wow! Look what I've learned! Reflect on this research project:

What sources were most useful?

What problems did you encounter?

What would you do differently next time?

Habitat Research Organizer

Name_____   Habitat:_____

Use several copies

Source information	Plants	Animals	Climate
Author(s): _____ Title_____ _____ Place of Publication: _____ Publisher: _____ Copyright: _____			
	Environment Description		**Environmental Threats**

	Plants	Animals	Climate
Author(s): _____ Title_____ _____ Place of Publication: _____ Publisher: _____ Copyright: _____ _____			
	Environment Description		**Environmental Threats**

INSPIRE Kids Online Research Activity
Habitats

INSPIRE is an information resource available to all citizens of Indiana. It contains full text magazine, newspaper, and encyclopedia articles.
In this activity you will use INSPIRE to locate articles about the habitat you are researching.
1. Click on your internet browser (Internet Explorer; Netscape)
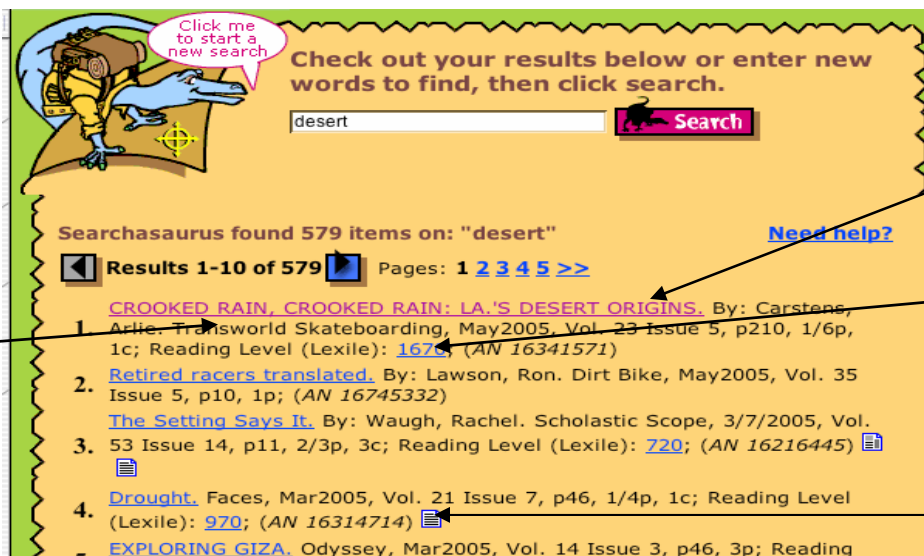2. Type this internet URL: http://www.inspire.net
When the INSPIRE database page opens, select Inspire Kids.
3. On the search page:

- Click to select Primary Search.
- Type the environment you are researching, i.e. desert and click on Search

4. Scroll through the titles of articles to find an article you think will have information you need. Click on the article title to read a short summary of the article.

5. If the summary shows the article is not helpful, click on

Return to list of results

6. Record useful information on the Research organzer. Be sure to record the source information.

Title:	*Deserts.*
Source:	World Almanac for Kids; 2005, p69, 1/4p, 1c
Document Type:	Article
Subject Terms:	ARID regions plants
	CACTUS
	DESERT plants
	DESERTS
	EXTREME environments
Abstract:	The article looks at plants in the *deserts*. The driest areas of the world are the *deserts*. They can be hot or cold, but they also contain an amazing number of plants. Cactuses and sagebrush are native to dry regions of North and South America. The *deserts* of Africa and Asia contain plants called euporbias. Dates have grown in the *deserts* of the Middle East and North Africa for thousands of years.
Lexile:	900
Full Text Word Count:	101
ISBN:	0-88687-812-8
Database:	Primary Search

7. When you have finished using Inspire Kids, log out by clicking Exit INSPIRE Kids in the right hand column.

Exit INSPIRE Kids

Citing Inspire Sources:

Author Last name, First name. "Title of Article." Magazine day Month year. INSPIRE ONLINE.
Date you accessed.

Example:

Farnham, Alan. "Pipe Dreams." Fortune 3 Mar.1997. INSPIRE ONLINE. 15 Aug. 2000

Environment Assessment

	Variety of Sources	Notes	Summarizing Information	Project (Web page or brochure)	Use of Time
4	Used 3 or more nonfiction books and 2 or more reference sources specific to the topic.	Notes are thorough, accurate, and written as phrases in own words.	Information is summarized in interesting paragraphs using descriptive phrases.	Project is neat and attractive; font is easy to read; contains at least 5 graphics that enhance the report.	Works independently; uses class and research time to the optimum.
3	Used 2 books and 1 encyclopedia source.	Notes are accurate and written as phrases in own words.	Information is written in complete sentences; paragraphs contain topic sentences and supporting information.	Project is neat; font is readable; contains at least 4 appropriate graphics; maps are accurate and contain color and key.	Stays on task.
2	Used one nonfiction book and one encyclopedia source.	Note information is minimal; cannot understand many of the notes.	Information is written in complete sentences.	Font is difficult to read; contains 3 or less appropriate graphics; maps are not accurate or are difficult to read.	Reminders needed to stay on task.
1	Used one source or less to locate information.	Note information is incomplete; contains sentences copied directly from source.	Many sentences are incomplete or do not make sense.	Project shows little effort. Font is unreadable; less than 3 appropriate graphics. Maps are inaccurate, no map key.	Requires continual prompting to stay on task and use time wisely.

Indiana Academic Standards:

Content Area:

5.1.22   Identify and interpret primary source* and secondary source* materials that pertain to a problem confronting people during the founding period of the United States.
*Primary source: Autobiographies, diaries, letters, political cartoons, and government documents created by people who were involved in the events of the time
*Secondary source: Articles, biographies, non-fiction books, and films created by people who researched but were not involved in past events
Example: Controversy and debate about the ratification of the United States Constitution

5.2.4   Identify and explain key ideas about government as noted in founding documents of the United States of America such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.
Examples: Key ideas - union, popular sovereignty*, republican government* (republicanism), constitutional government* (constitutionalism), federal government**

5.2.5   Summarize the principles and purposes of government in the Preamble to the Constitution of the United States. *Example: The purposes of government include the protection of individual rights to liberty and attainment of the common good or general welfare of society.*

5.2.6   Identify and give examples of individual rights in *The Bill of Rights.*
Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely, and criticize the government; the right to own property.

5.2.8   Describe the three branches of the United States government, their functions, and relationships.
Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.

5.2.11   Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.
*Information resources: Print media, including books, magazines, and newspapers. Electronic media, including radio, television, web sites, and databases.

Language Arts:

2. *RDG COMPREHENSION:*

Structural Features of Information and Technical Materials:

❑   Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:

❑   Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
❑   Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:

❑   Distinguish among facts, supported inferences and opinions in text.

4. *WRITING PROCESS*

Organization and Focus:

❑   Use graphic organizers to plan writing
❑   Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:

❑   Use note-taking skills
❑   Use a thesaurus to identify alternative word choices

5. *WRITING APPLICATIONS:*

Different types of Writing

❑   Write research reports about important ideas, issues, or events

Information Literacy Skills:

❑   Standard 1: accesses information efficiently and effectively.
❑   Standard 2: evaluates information critically and competently
❑   Standard 3: uses information accurately and creatively.
❑   Standard 4: pursues information related to personal interests.
❑   Standard 6: strives for excellence in information seeking and knowledge generation.
❑   Standard 7: recognizes the importance of information to a democratic society.
❑   Standard 8: practices ethical behavior in regard to information and information technology.
❑   Standard 9: participates effectively in groups to pursue and generate information.
❑   Standard 12: uses technology tools to solve problems and make informed decisions.

B

❑   **Integrated Technologies:**
❑   Inspire online resource

(Students will understand that…)

The Constitution of the United States outlines the organization of our government and defines the individual rights of its citizens.

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1. How did the Northwest Ordinance and the Articles of Confederation influence the US Constitution?

2. How do the Bill of Rights and the Constitution protect the rights of citizens?

3. How does the Constitution ensure a balance of power between the branches of government?

Key Skills and Processes:

Students will know…	Students will be able to…	
• the purpose of the Constitution • the branches of government • the responsibilities of each branch • the basic rights of all US citizens • why the founding fathers insisted on the provisions in the Constitution	• compare and contrast the founding documents (NW Ordinance, Articles of Confederation, Constitution) • Analyze the importance of checks and balances • Argue the need for the Constitution	**Assessment:** *(Ho*

w will students demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence: *(Quizzes, tests, homework, etc.)*
• Write a students' Bill of Rights • Assume the role of a Supreme Court Justice and weigh the evidence for a current challenge to the Bill of Rights (i.e. Freedom of Speech, Freedom of Worship)	• Test • Research • Crossword Puzzle • Comparison of founding documents

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

1. Class discussion/textbook of Revolutionary Period and Constitutional Conventions.
2. Introduction to Northwest Ordinance, Articles of Confederation, Constitution as primary sources.
3. As a class activity, make a chart to show the differences and similarities between the governments established in the Articles of Confederation, Northwest Ordinance, and U.S. Constitution.
4. Learning station activities (divide class into 5 groups, each day group rotates to a different learning activity):
    - Use a copy of the constitution to chart the responsibilities of each branch of the government.
    - Use Inspire online resource to research topics challenging the Bill of Rights today. Pretend you are the Supreme Court Justice, how would you decide this issue? Give constitutional reasons for your decision.
    - Create a poster, song, skit, or poem that summarizes the purpose of government as stated in the Preamble of the Constitution.
    - Research one of the Founding Fathers. Analyze his experiences with government to explain why he proposed or supported the inclusion of provisions in the Constitution.
    - Complete a crossword puzzle about the Constitution

Resources:
INSPIRE Online databases (http://www.inspire.net)
World Almanac for Kids
Copies of primary source documents: Northwest Ordinance, Articles of Confederation, Constitution of the United States.
Nonfiction books about the Constitution
Nonfiction books about the Branches of Government
Nonfiction books about Founding Fathers (George Washington, James Madison, Thomas Jefferson, John Adams, Benjamin Franklin, Alexander Hamilton, George Mason, Governor Morris, Edmund Randolph, Roger Sherman, James Wilson
General Encyclopedia

Reflections:
Students: Information Literacy Reflection:
How did you decide which Inspire article would be most helpful to you?

Teacher/ Media Specialist:
(What worked, what didn't?)

How does the Bill of Rights apply to our life today?

Directions: Use the INSPIRE Indiana Virtual Library to find an article about a current
problem that applies to the Bill of Rights.
- ❑ Read the article
- ❑ Think about both sides of the problem
- ❑ How does this apply to the Bill of Rights
- ❑ If you were the Supreme Court Justice hearing this case, how
would you decide? Explain how the Bill of Rights supports your
decision

Locating an article using the Inspire online resource:

1. Click to open your Internet browser (Internet Explorer or Netscape)
2. Type in the Inspire web address: http://www.inspire.net/
3. When the INSPIRE main page opens, scroll down to Inspire Kids.
4. Inspire Kids Search page

・Click to select magazines

・Type the search term: Bill of Rights
・Click on the Search button

5. Scroll through the titles of articles to find an article you think will have information you need. Click on the article title to read a short summary of the article.


Searchasaurus found 33 items on: "Bill of Rights"   **Need help?**

◀ **Results 1-10 of 33** ▶   Pages: **1 2 3 4**

1. Ten Original Amendments: The Bill of Rights. World Almanac & Book of Facts, 2005, p566, 2p; Reading Level (Lexile): 860; (AN 16982580) ▤

2. The Parents' Bill of Rights aims to protect children. Christian Science Monitor, 4/28/2004, Vol. 96 Issue 107, p12, 0p; Reading Level (Lexile): 950; (AN 12935697) ▤

3. Ten Original Amendments: The Bill of Rights. World Almanac & Book of Facts, 2004, p551, 2p; Reading Level (Lexile): 850; (AN 12117945) ▤

4. Patrick Henry: A Spokesman for Southern Colonies. Monkeyshines on America, Dec2003 Virginia Issue, Part 1, p22, 1p; Reading Level (Lexile): 850; (AN 12729074) ▤▤

5. George Mason. Monkeyshines on America, Dec2003 Virginia Issue, Part 1, p34, 1/3p; Reading Level (Lexile): 960; (AN 12729162) ▤▤

6. Bill of Rights: Worth a Lot of (Dollar) Bills! By: Thompson, Sharon. National Geographic Kids, Sep2003 Issue 333, p10, 1/4p, 1c; Reading Level (Lexile): 830; (AN 10655738) ▤

6. If the summary shows the article is helpful to your research, click on the page icon to see the entire article. If the summary shows the article is not helpful, click on the RETURN TO LIST OF RESULTS button.

7. Record the useful information about the Bill of Rights issue.

8. When you are finished using INSPIRE Kids, log out by clicking EXIT.

Exit INSPIRE Kids

US Constitution
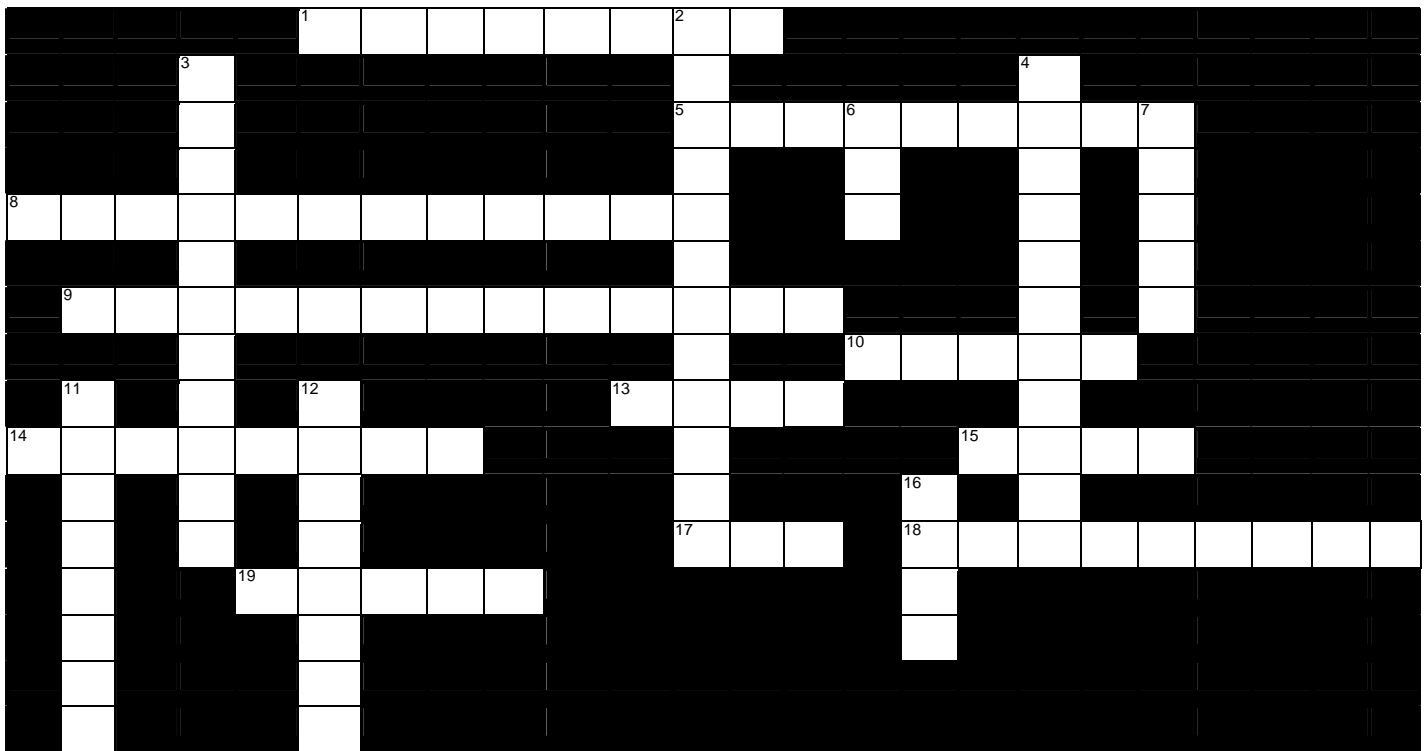
Use a copy of the United States Constitution to find the answers to this puzzle.

ACROSS
1) House of Representatives and the Senate
5) A bill is signed by the ? before it becomes a law.
8) The Declaration of ? proclaimed that the colonists were free states
9) The ? (two words) becomes president of the US if the president dies
10) Amendment 6 guarantees the right to a fair ?
13) The President of the United States is elected for ? years
14) Amendment ? grants women the right to vote
15) Article ? sets forth the ways to amend the Constitution
17) Members of the House of Representative serve ? year terms
18) A change to the US Constitution is called an ?
19) Each ? has two senators

DOWN
2) The ? (two words) is the highest court in the land.
3) Removal of a government official who is found guilty of a crime
4) the House and Senate make up the ? branch of government
6) Article ? states that the Constitution is the supreme law of the land
7) Number of branches in the US government
11) The age people can vote
12) ? are elected for a six year term
16) It is the duty of Congress to make ?

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US Constitution Crossword Puzzle
Answer Key

CONGRESS

IMPEACHMENT (vertical)

PRESIDENT

INDEPENDENCE

VICEPRESIDENT

TRIAL

FOUR

NINETEEN

FIVE

TWO

AMENDMENT

STATE

EIGHTEEN (vertical)

SENATORS (vertical)
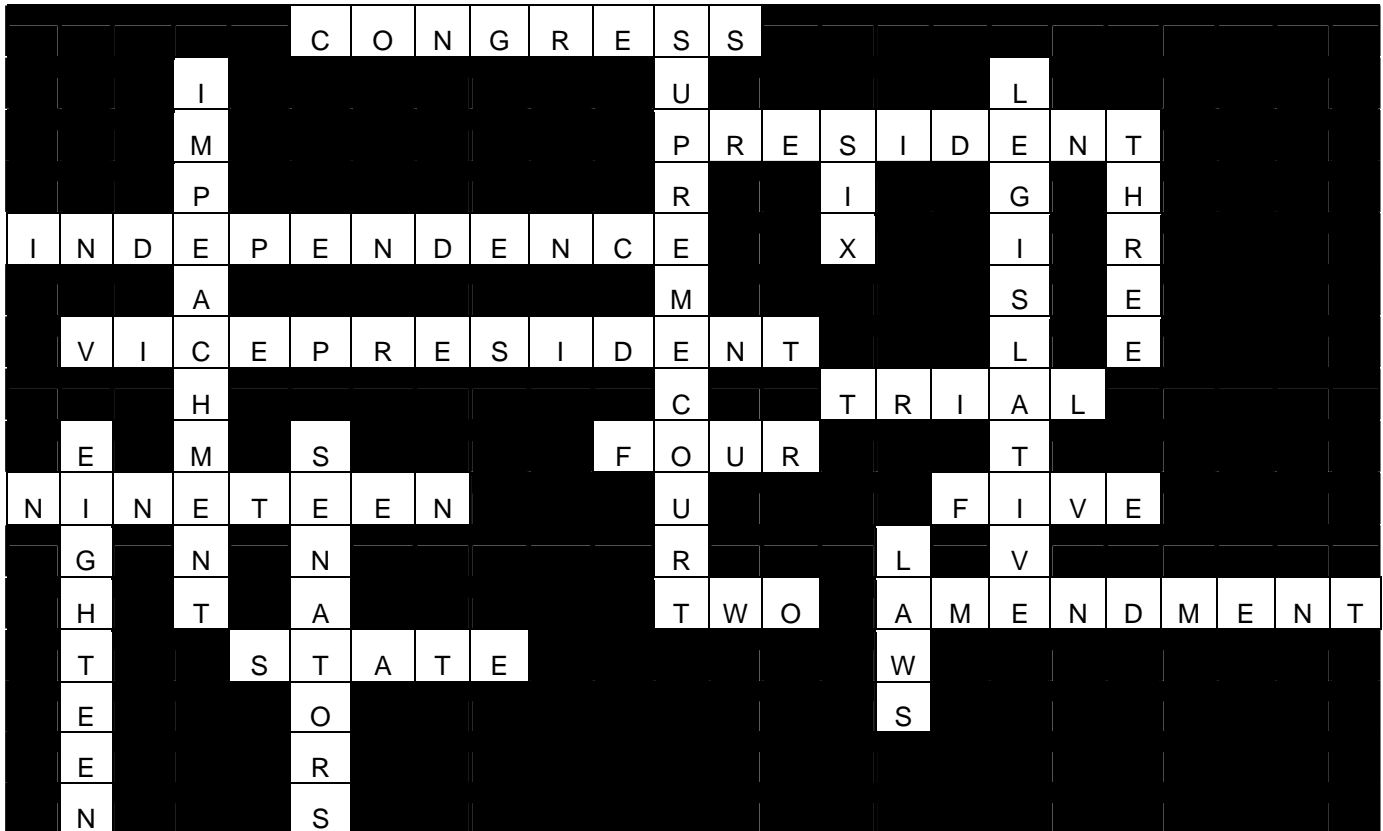
Bill of Rights Rubric

Name: _____   Date: _____

	Criteria				Points
	1	2	3	4	
Using the US bill of Rights, students will choose a US citizen's right and explain how it applies to the lives of students	Identified a citizen's right from the Constitution.	Identified a citizen's right that could apply to students from the Constitution.	Identified an appropriate citizen's right from the US Constitution and used it as a model to write a student right.	Chose a citizen's right from the Constitution and rewrote it into a student right citing at least 2 situations when it applies to students.	____
Students will assume to the role of a Supreme Court Justice to weigh the information and make a decision as to whether the challenge violates the rights of citizens.	Identified a current challenge to the Bill of Rights. Decision needed further explanation.	Identified a current challenge to the Bill of Rights and stated the position of each side. Decision was based on some factual information.	Identified a current Bill of Rights challenge and accurately stated the position of each side. Decision was justified by logical facts.	Identified a current Bill of Rights challenge; accurately explained the position of each side using facts; justified decision with logical facts and examples.	____
Students will use the Inspire online database to research a current problem that applies to the Bill of Rights.	Located an article about a current problem that applies to the Bill of Rights.	Located several articles that applied to a current problem that applies to the Bill of Rights.	Located several articles that gave both points of view to a current problem that applies to the Bill of Rights .	Located and accurately summarized several articles that gave both points of view applied to a current problem that applies to the Bill of Rights.	____
				Total---->	____

Indiana Academic Standards:

Science:

7.1.5   Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, in different cultures, at different times

7.1.9   Explain how societies influence what types of technology are developed and used in such fields as agriculture, manufacturing, sanitation medicine, warfare, transportation, information, processing, and communication.

7.1.10   Identify ways that technology has strongly influenced the course of history and continues to do so.

7.6..1   Understand and explain that throughout history, people have created explanations for disease. Note that some held that disease had spiritual causes, but that the most persistent biological theory over the centuries was that illness resulted from balance in the body fluids. Realize that the introduction of germ theory by Louis Pasteur and others in the19th century led to the modern understanding of how many diseases are caused by microorganisms, such as bacteria, viruses, yeast, and parasites.

7.6.2   Understand and explain that Louis Pasteur wanted to find out what caused milk and wine to spoil. Note that he demonstrated that spoilage and fermentation occur when microorganisms enter from the air and multiply rapidly, and produce waste products, with some desirable results, such as carbon dioxide in bread dough, and some undesirable, such as acetic acid in wine. Understand that after showing that spoilage could be avoided by keeping germs out or by destroying them with heat, Pasteur investigated animal diseases and showed that microorganisms were involved in many of them. Also note that other investigators later showed that specific kinds of germs caused specific diseases.

7.6.3   Understand and explain that Louis Pasteur found that infections by disease organisms (germs) caused the body to build up immunity against subsequent infection by the same organisms. Realize that Pasteur then demonstrated more widely what Edward Jenner had shown for smallpox without understanding the underlying mechanism: that it was possible to produce vaccines that would induce the body the build immunity to a disease without actually causing the disease itself.

7.6.4   Understand and describe that changes in health practices have resulted from the acceptance of the germ theory of disease. Realize that before germ theory, illness was treated by appeals to supernatural powers or by trying to adjust body fluids through induced vomiting, bleeding, or purging. Note that the modern approach emphasizes sanitation, the safe handling of food and water, the pasteurization of milk, quarantine, and aseptic surgical techniques to keep germs out of the body; vaccinations to strengthen the body's immune system against subsequent infection by the same kind of microorganisms; and antibiotics and other chemicals and processes to destroy microorganisms.

Language Arts:

2. RDG COMPREHENSION:

Structural Features of Information and Technical Materials:

- ❑ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find information and support understanding

  Comprehension and Analysis of Grade -Level-Appropriate Text:

- ❑ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas

4. WRITING PROCESS

  Organization and Focus:

- ❑ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

  Research and Technology:

- ❑ Use note-taking skills

Information Literacy Skills:

(Check all that apply)

- ❑ Standard 1: accesses information efficiently and effectively.
- ❑ Standard 2: evaluates information critically and competently
- ❑ Standard 3: uses information accurately and creatively.
- ❑ Standard 8: practices ethical behavior in regard to information and information technology.
- ❑ Standard 9: participates effectively in groups to pursue and generate information.
- ❑ Standard 10: understands the nature and operation of technology systems.
- ❑ Standard 11: uses a variety of technology tools to enhance learning, increase productivity, promote creativity, and communicate effectively.

Integrated Technologies:

- ❑ Networked computer lab situation
- ❑ Document Camera or Flex Cam
- ❑ Overhead projectors
- ❑ Digital Cameras
- ❑ Video Cameras

Big Idea(s)/Concepts:

(Students will understand that…)

Understanding microbes has led to longer, healthier lives.

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1. How have people's explanations of diseases changed over time?

2. How have scientific investigations led to increased knowledge of microbes?

3. How has germ theory changed health practices?

4. How have scientific research and technology impacted the human population?

Key Skills and Processes:

Students will know…	Students will be able to…
• Immunizations and antibiotics fight disease • Louis Pasteur's work was critical to understanding germs • Food preservation technology has changed over time • People have changed their ideas about what causes diseases • Changes in sanitation practices have improved health • It is important to record sources of information	• Explain the relationships among microbes, disease, immunizations, and antibiotics • Interpret Pasteur's impact on today's health • Explain food preservation technology from a historical perspective. • Create a Works Cited page • Put the information found through research in their own words

Assessment:
  (*How will students demonstrate their learning?*)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	**Other Evidence:** *(Quizzes, tests, homework, etc.)*
• Create a timeline demonstrating important discoveries in the history of microbes. • Compose a short profile of Fleming, Koch, Pasteur, Jenner, Lister, etc. and their impact on public health. • Discuss the implications of modern methods of food preservation (i.e. chemical preservatives, irradiation). • Compare and contrast causes and treatments of a disease from the 1800's to 21st Century. • Write an editorial supporting or refuting future funding for microbe research. • Give an oral multimedia presentation with written evidence of background research and sources • Interpret the connection between germ theory and human population growth	• Vocabulary quiz • Class presentation • Chapter review • Class participation • Written resource evidence/Works Cited • Audience evaluation quizzes • Oral presentation rubrics • Visual aids rubrics • Timelines

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)
- Use print and electronic resources to research microbes
- Work in small groups to investigate scientific resources
- Previous knowledge chart
- Develop questions
- Use graphic organizers
- Lesson on accessing data via online resources
- Lesson on Boolean searching
- Lesson on documenting sources
- Introduce lesson with picture book YUCK! A Big Book of Little Horrors, Grossology Begins at Home, Magic School Bus in a Pickle or poem
- Extracting information from other students' presentations
- Brainstorm possible KEY WORDS

Resources:

- INSPIRE online databases
- General encyclopedias
- Science encyclopedias
- Online library catalog
- Nonfiction books* (Suggested titles are listed on following page)
- Video sources
- Internet resources

Reflections:

Students: Information Literacy Reflection:
Explain how your driving question(s) guided the research project. As you searched for information, did you modify your questions and/or develop new questions? What impact did this have on your research?

Teacher/ Media Specialist:
(What worked, what didn't?)

Suggested Sources for Microbe Research

Yearbooks in Science. 1930-1939.	Aaseng, Nathan
Yearbooks in Science. 1940-1949.	Aaseng, Nathan
Women Inventors	Altman, Linda Jacobs
Food Facts for Young People	Arnold, Pauline & White, P
Breakthroughs in Science	Asimov, Isaac
How Did We Find Out About Germs?	Asimov, Isaac
Disease Detectives	Berger, Melvin
Great Experimenters	Bixby, William
Vaccines: Preventing Disease	Burge, Michael C.
Scientists Behind the Inventors	Burlingame, Roger
Yearbooks in Science. 1980-1989.	Dunbar, Robert E.
Domestic Technology: A Chronology of Developments	Duvall, Neil
Invisible Enemies: Stories of Infectious	Farrell, Jeanette
The Food Additives Book	Freydberg, Nicholas
A Virus of Love and Other Tales of Medic	Gregg, Charles T.
The New Biotechnology: Putting Microbes	Gross, Cynthia S.
Yearbooks in Science. 1970-1979.	Gutfreund, Geraldine Mars
Breakthrough: The True Story of Penicillin	Jacobs, Francine
Cold Against Disease	Kavaler, Lucy
Yearbooks in Science. 1950-1959.	Kerby, Mona
Viruses, Life's Smallest Enemies	Knight, David C.
Yearbooks in Science. 1900-1919.	McGowen, Tom
Yearbooks in Science. 1960-1969.	McGowen, Tom
Diseases: Finding the Cure	Mulcahy, Robert
Yearbooks in Science. 1920-1929.	Newton, David E.
The Virus Invaders	Nourse, Alan Edward
Scientists Who Changed the World	Poole, Lynn
Microbes and Man	Postgate, J. R.
Microorganisms, the Unseen World	Ricciuti, Edward R.
Food Risks and Controversies:	Salter, Charles A.
Yearbooks in Science. 1990 and Beyond.	Silverstein, Herma
The Benefits of Bacteria	Snedden, Robert
Fighting Infectious Diseases	Snedden,Robert
Scientists and Discoveries	Snedden, Robert
A World of Microorganisms	Snedden, Robert
Encyclopedia of Infectious Diseases	Turkington, Carol

Eureka!

The Grolier Library of Science Biographies
Inventions and Inventors
Science and Technology Illustrated: The
Scientists: The Lives and Works of 150
Scientists. Volume 4, Index to Volumes 1
World Who's Who in Science: A Biographic
The World Book Encyclopedia

Group Research Topics

Group 1:
YOUR TOPIC IS FOOD PRESERVATION AND MICROBES. How has food preservation technology changed over time? How has it changed the way people live? Can you share with us any scientists or inventions that influenced the way we preserve food today?

Group 2:
YOUR TOPIC IS VIRUSES. HOW DO THEY WORK: EXAMPLES. How do viruses attack the human body? What type of damage can they cause? Give us some examples of amazing viruses, how we fight them and the damage they do.

Group 3:
YOUR TOPIC IS IMMUNIZATIONS (VACCINES) AND THE MEN WHO DISCOVERED THIS IDEA. Who were Louis Pasteur and Edward Jenner and what was their contribution to immunization? Explain their discoveries and the diseases they worked with. Be sure to include how a vaccine (immunization) works.

Group 4:
YOUR TOPIC IS THE HISTORY OF DISEASE. HOW DID PEOPLE EXPLAIN GETTING SICK 100 YEARS AGO? HOW DO WE EXPLAIN IT TODAY? Explain early (old fashioned) ideas about how diseases were caused? How did the introduction of the "GERM THEORY" by Louis Pasteur and others change things? Be sure to teach us about some of the famous scientists who started the science of "germs" and "microbes".

Group 5:
YOUR TOPIC IS ALEXANDER FLEMING AND PENICILLIN. What is Sir Alexander Fleming's contribution to microbiology? Be sure to tell us his story and why it took so long to turn his discovery into a cure.
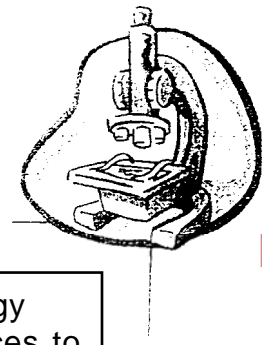
Group 6:
YOUR TOPIC IS ANTIBIOTICS. What can you teach us about how antibiotics kill bacteria? How do they damage bacterial cells and not ours? Currently many bacteria are becoming resistant to antibiotics. Why is this happening? What can be done about this problem?

Group 7:
YOUR TOPIC IS PUBLIC HEALTH AND HOW IT HAS CHANGED. Explain how the work of Robert Koch, Joseph Lister and others lead to changes in surgery, infection during childbirth and changes in sanitation for cities and hospitals.

Mini-Research Project

Objective: Groups of 3-4 students will research a topic involving "Microbiology and Human Health". Students will learn to use INSPIRE and other resources to create a list of 10 key facts, a bibliography, a visual aid, and an oral presentation to their class.

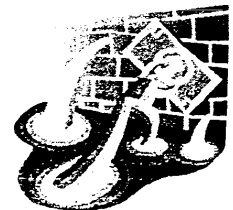Record your TOPIC and questions here: _____

_____

_____

❖ You will work as a **TEAM** to research this topic.
❖ You will create a list of **10 key facts** concerning your topic.
❖ You will create a present a **speech/mini-lesson** to the class (about 5 min. long)
❖ You will create **at least one visual aid** to enhance your presentation.
❖ You will use a minimum of 2 INSPIRE sources and 2 others; then create a bibliography/works cited.
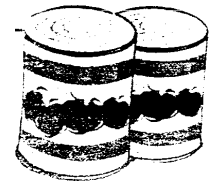
Timeline

	Date	
Day 1	_____	Form groups/ begin research
Day 2	_____	Learn to use INSPIRE/ research
Day 3	_____	Research
Day 4	_____	Research
Day 5 *	_____	Class presentations
Day 6	_____	Class presentations

Things to know:
❖ You should b able to do all of this in school if you use time wisely.
❖ Spread out the workload. Divide up the tasks. **Everyone works!!!**
❖ Be sure that all of your names are on the key facts sheet.
❖ Be sure that you answer all of the questions you have been asked.
❖ Your visual may be pictures on PowerPoint, pictures in a book displayed with the flex-cam, overhead transparencies, food, or other objects,
❖ If your visual is PowerPoint, **it MUST be on DISC!!!!**
❖ Your bibliography must have at least 4 sources and be in proper form.
❖ Practice your presentation!!

TOPIC QUESTION:	ANSWER AND DETAILS:
RESOURCES:	
BOOK: Author:_____ Title: _____ Place of Pub.: _____ Publisher: _____ Copyright Date:_____	
ENCYCLOPEDIA: Article author:_____ Article title: _____ Encyclopedia: _____ Edition date: _____	
PERIODICAL: (from INSPIRE) Article author: _____ Article title: _____ Magazine: _____ Issue date: _____ Pages: _____	
INTERNET SOURCE: Author (if known): _____ Title: _____ Date of your visit: _____ URL: http://_____ _____ _____	

Searching INSPIRE

Steps to Search the INSPIRE databases:

1. I type INSPIRE's URL address: **http://www.inspire.net**
2. I scroll down to Start Here -Search INSPIRE Now! ….click GO
3. I choose: _____
4. I go to the lower left column and choose: Pick a Database
5. I choose the following databases for this project:

   _____   _____
   _____   _____
   _____   _____

6. I type in my KEY TERMS or search terms.
7. I choose an article that is FULL TEXT or has the HTML picture to get the full text article.
8. I will "click" on the blue title and read the summary to see if the article fits my needs.
9. If it is something I can use, I will "click" on the HTML picture to get the full text article.
10. To email the article to myself, I first "click" SAVE, then "click" email.
11. OR "copy/paste" it into Word including the address bar. I highlight the facts I will use then, print, or take notes on them.

Understanding the Basics of Boolean Connectors

AND: Use this connector to narrow a search that resulted in too many articles by adding an additional term to your original search. To use: Type the additional term on a line in the Search dialog box beginning with AND or type the word AND between your search terms, or select AND from the options available. The search engine will now search the database for articles which contain both search terms.(EXAMPLE: food **and** preservation **and** history)

OR: Use this connector to broaden a search that found too few articles by searching for synonyms of your original term or other forms of your term . To use: Type the word OR between your search terms on a single line of the Search dialog box, or select OR from the options available.
 (EXAMPLES: virus **or** viruses; germs **or** virus)

NOT: Use this connector to narrow a search that found too many articles by specifying a word to exclude from your search. To use: Type the term to exclude on the line in the Search dialog box beginning BUT NOT. Or, type the word NOT between your search terms, or select NOT from the options available. (EXAMPLE: germ **not** warfare)
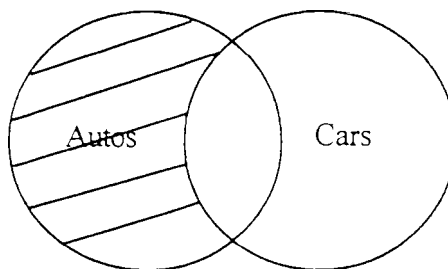
EXAMPLES

And   **Or**

Autos   Cars   Autos   Cars

Not

Autos   Cars
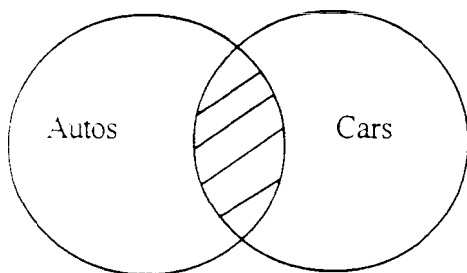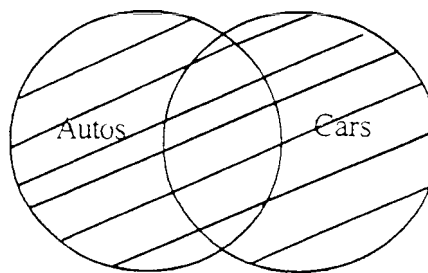
Searching Successfully....

1. Choose search terms and narrow to 2/3 keywords.

2. Choose an appropriate database in INSPIRE.

3. Narrow the search to a smaller number of articles by using Boolean search techniques.

4. Skim headlines or titles of sources to choose the "best" articles for you.

5. Copy/paste into Word and print or take notes on the selected articles.

6. Remember to get "Works Cited" information on the articles you use.

7. Refine and focus your information to match your topic.

STUDENT SEARCH ORGANIZER

Before you begin your search for articles in INSPIRE, use your Topic Chooser, Project Planner, any graphic organizers and this page to make your search strategy.

Project name or topic
statement:_____
_____

Essential
Question:_____
_____

Main Topics:

_____   _____

_____   _____

_____   _____

Key Words (synonyms, related terms, people, places, etc.)

_____   _____

_____   _____

_____   _____

The first search term (topic or keyword) that I am going to try:
_____

The articles and sources with the best information on my topic are:
_____
_____
_____

Works Cited

Book (with one author):

Last name, first name of author. <u>Title underlined</u>. City of
      publication: Publisher, copyright date.

Langhorne, Mary Jo. <u>Developing an Information Literacy
      Program K-12. </u> New York: Neal-Schuman Publishers, Inc.
      1998.

Book (with more than one author):

Last name, first name of first author, then last name, first name of
      second author. <u>Title of book underlined.</u> Place of
      publication: Publisher. Copyright date.

Arcellana, Ema, Politzer, Stephen, and Ward, Sandra. <u>Searching
      the WEB</u>. El Segundo: Classroom Connect, Inc. 1998.

Set of books (like encyclopedias):

Last name, first name of article author (at end of article in World
      Book). "Article Title." <u>Encyclopedia Name Underlined</u>.
      Place of publication: Publisher, year of publication.
      Pages-Used.

Blacklow, Neil R. "Virus." <u>World Book Encyclopedia.</u> Chicago:
      World Book, Inc., 2001. 426-428.

Citing an INSPIRE resource:

Author of the article's last name, comma, first name. "Title of the
      article in quotation marks." <u>Name of the magazine
      underlined.</u> Date of the magazine. <u>Name of the INSPIRE
      database used underlined.</u> Date you visited INSPIRE.

Blumenthal, D. "The Canning Process." <u>FDA Consumer.</u> Sept.1990.
      <u>INSPIRE-MAS Ultra-School Ed.</u> 15 Oct. 2001.

Other internet sites:

Author (if known). "Full title of the page you used in quotation
     marks." Full Title of Homepage (if different) Underlined.
     Date of your visit <http address>.

Stein, Bruce A. <<Chinese Tallow.>> America's Least Wanted.
     5 Nov. 2000 <http:// consci.tnc.org/library/pubs/dd/>.

CD-ROM:
"Title of the article in quotes". Name of the CD-ROM underlined.
     CD-ROM. Place of publication: Publisher, Copyright date.

"Australia." World Search. CD-ROM. Auburn, Alabama: World
     Search, Inc., 2000.

****

Remember you MUST have done the following on your Works Cited page:

- ❖ Title: WORKS CITED at the top.
- ❖ Put them in ABC order by the first word or name.
- ❖ Indent the second line (if there is one).
- ❖ Give 4 sources (two from INSPIRE).

Works Cited

Blacklow, Neil R. "Virus." <u>World Book Encyclopedia.</u> Chicago: World Book, Inc., 2001. 426-428.

Blumenthal, D. "The Canning Process." <u>FDA Consumer.</u> Sept. 1990. <u>INSPIRE-MAS Ultra-School Ed.</u> 15 Oct. 2001.

Schomaker, William. "Scientists Probe Life's Early Days." <u>Astronomy</u>. Nov. 2001. <u>Middle Search Plus</u>. 7 Nov. 2001.

"Virus." <u>Science Encyclopedia</u>. CD-ROM. Austin, Texas: Steck-Vaughn, 1997.

Microbiology and Human Health Rubric

#1 Food Preservation and microbes
#2 Viruses
#3 History of Disease
#4 Immunizations (vaccines) and the men who discovered this idea
#5 Alexander Fleming and Penicillin
#6 Antibiotics
#7 Public Health and how it has changed

Group # _____   Teacher: _____
Date of Presentation _____   Period: _____

	Criteria				Points
	BEGINNING	**ALMOST THERE**	**GOT IT!**	**AND MORE**	
Organization of Oral Report	**4** Audience cannot understand presentation because there is no sequence of information.	**6** Audience has difficulty following presentation because students jump around	**7** Students present information in logical sequence which audience can follow.	**8** Students present information in logical; interesting sequence which audience can follow	_____
Content Knowledge of Oral Report	**4** Students do not have grasp of information; students cannot answer questions about the subject.	**6** Students are uncomfortable with information and are only able to answer rudimentary questions	**7** Students are at ease with content, but fail to elaborate.	**8** Students demonstrate full knowledge (more than required) with explanation and elaboration	_____
Visual(s)	**0** Students used no visuals.	**2** Students used visuals that did not support presentation.	**3** Visuals related to presentation.	**4** Students used visuals to reinforce presentation	_____
Timeline	**4** Student's timeline had 4 or more errors.	**6** Timeline had 3 errors in spelling/facts/or grammar.	**7** Timeline had 2 errors in spelling/facts/ or grammar.	**8** Timeline had no errors in spelling/facts/or grammar.	_____
Bibliography	**0** Works cited is missing.	**5** Has 5 errors in format.	**7** Has 2-4 errors.	**10** Has 1 or no errors.	_____
TOTAL POSSIBLE POINTS =38					
				TOTAL	

Fashion Merchandising 1-2

Indiana Academic Standards:

Business Education:

1.1   Demonstrate knowledge of fashion industry terminology
1.2   Demonstrate knowledge of fashion history and how it relates to today's fashion
1.3   Read current fashion and trade magazines and newspapers to keep informed of current trends
1.6   Recognize incoming fashion trends
1.7   Demonstrate knowledge of the leading fashion designers, characteristic features of their fashions and trends
        they are currently setting
1.8   Identify ways fashion designers influence the sale of apparel and accessory merchandise

Language Arts:

2. *RDG COMPREHENSION:*
   Structural Features of Information and Technical Materials:
   - Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

   Comprehension and Analysis of Grade -Level-Appropriate Text:
   - Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
   - Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

   Expository (Information) Critique:
   - Distinguish among facts, supported inferences and opinions in text.

4. *WRITING PROCESS*
   Organization and Focus:
   - Use graphic organizers to plan writing
   - Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

   Research and Technology:
   - Use note-taking skills
   - Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks
   - Use a thesaurus to identify alternative word choices

5. *WRITING APPLICATIONS:*
Different types of Writing
   - Write research reports about important ideas, issues, or events

Information Literacy Skills:

- Standard 1: accesses information efficiently and effectively.
- Standard 2: evaluates information critically and competently
- Standard 3: uses information accurately and creatively.
- Standard 4: pursues information related to personal interests.
- Standard 5: appreciates literature and other creative expressions of information.
- Standard 6: strives for excellence in information seeking and knowledge generation.
- Standard 7: recognizes the importance of information to a democratic society.
- Standard 8: practices ethical behavior in regard to information and information technology.
- Standard 9: participates effectively in groups to pursue and generate information.
- Standard 10: understands the nature and operation of technology systems.
- Standard 11: uses a variety of technology tools to enhance learning, increase productivity, promote creativity, and communicate effectively.
- Standard 12: uses technology tools to solve problems and make informed decisions.

Integrated Technologies:

Big Idea(s)/Concepts:

(Students will understand that…)

Increase knowledge and appreciation for the art of fashion design

Guiding Questions:

(Questions that help us uncover the Big Idea/Concepts)

1. What are the key aspects in the career of the fashion designer?

2. What are the major characteristics of the fashion designer?

3. What is the historical significance and influence of the fashion designer?

Key Skills and Processes:

Students will know…	*Students will be able to…*
• The biographical highlights of the designer • The key techniques and styles associated with the designer • The impact on the fashion industry created by this designer • How to identify key concepts of this designer	• Explain the key components of the designer's style • Interpret the historical or contemporary impact of the designer on the fashion industry • Identify key components of the designer's style

Assessment:

(How will students demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	**Other Evidence:** *(Quizzes, tests, homework, etc.)*

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

Use print and non-print resources
Collect graphics/sketches
Lesson on special print reference materials
Review bibliographic format
Review information databases available to students

Resources:
INSPIRE online databases
Online catalog

Reflections:
Students: Information Literacy Reflection:

How did your research help you gain an appreciation for the art of fashion design? Which element of your presentation best demonstrated the impact of your designer's individual style?

Teacher/ Media Specialist:
(What worked, what didn't?)

Fashion Designer Assignment

This activity is intended to increase your knowledge and appreciation of the art of fashion design. You are asked to research the background of a specific designer and his/her influence on the fashion industry. You will be asked to present the information to the class.

Step 1: Select a designer to study. The names of some of the more notable classic designers are listed below to help you with your selection.

Hattie Carnegie	Pauline Trigere	Oleg Cassini	Oscar de la Renta
Christian Dior	Pierre Cardin	Mary Quant	Missoni
Bill Blass	Halston	Norman Norell	Clairie McCardell
Courreges	Yves St. Laurent	Hardy Amies	Valentino
Geoffrey Beene	Anne Klein	Calvin Klein	Coco Chanel
Givenchy	Gucci	Pucci	Donna Karan

Step 2: Gather information and organize your report in a logical manner.
   a) Biography of the designer
   b) Major characteristics of the designer's work. Include information on the designer's use of color, fabrics, silhouettes, styles, and accessories. Also discuss the designer's historical significance in the fashion industry.
   c) Include sketches or pictures of the dsigner's creations
   d) Other information relevant to the report
   e) Bibliography of resources used
   f) Design an attractive cover for your report. The title should say "Fashion Design."

   You will be evaluated on the following things:
   1. Attractiveness and originality of the cover
   2. Thoroughness of the biography (did you cover all aspects of their career?)
   3. Information on the designer's major characteristics (use of color, fabrics, silhouettes, styles, accessories, etc.)
   4. Explanation of the historical significance of the designer
   5. Sketches or pictures of designs included
   6. Bibliography of resources used to prepare report
   7. Neatness of overall format

Fashion Designers Project

Rubric

1. Attractiveness and originality of cover   10 pts. _____

2. Thoroughness of the biography- did you cover   25 pts._____
    all aspects of their career?

3. Information on the designer's major characteristics 15 pts. _____
    (use of color, silhouettes, fabrics, etc.)

4. Explanation of the historical significance of the   15 pts. _____
    designer.

5. Sketches or pictures of the designs included   10 pts. _____

6. Bibliography of resources included   10 pts. _____

7. Overall neatness and appeal   10 pts. _____

        TOTAL SCORE 100 PTS POSSIBLE   _____

World Geography 1

Indiana Academic Standards:

Social Studies

WG.5.2 Identify ways in which occurrences in the natural environment can be a hazard to humans

WG.5.4 Evaluate ways in which technology has expanded the capacity of humans to modify the physical environment and the Ability of humans to mitigate the effect of natural disasters

WG.5.5 Examine the characteristics of major global environmental changes

WG.5.6 Analyze examples of changes in the physical environment that have reduced the capacity of the environment to Support human activity

WG5.9 Develop possible solutions to scenarios of environmental change brought on by human activity

Language Arts:

2. *RDG COMPREHENSION:*

  Structural Features of Information and Technical Materials:
  - ❑ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

  Comprehension and Analysis of Grade -Level-Appropriate Text:
  - ❑ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
  - ❑ Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

  Expository (Information) Critique:
  - ❑ Distinguish among facts, supported inferences and opinions in text.

4. *WRITING PROCESS*

  Organization and Focus:
  - ❑ Use graphic organizers to plan writing
  - ❑ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

  Research and Technology:
  - ❑ Use note-taking skills
  - ❑ Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks
  - ❑ Use a thesaurus to identify alternative word choices

5. *WRITING APPLICATIONS:*

Different types of Writing
  - ❑ Write research reports about important ideas, issues, or events

Information Literacy Skills:

- ❑ Standard 1: accesses information efficiently and effectively.
- ❑ Standard 2: evaluates information critically and competently
- ❑ Standard 3: uses information accurately and creatively.
- ❑ Standard 4: pursues information related to personal interests.
- ❑ Standard 5: appreciates literature and other creative expressions of information.
- ❑ Standard 6: strives for excellence in information seeking and knowledge generation.
- ❑ Standard 7: recognizes the importance of information to a democratic society.
- ❑ Standard 8: practices ethical behavior in regard to information and information technology.
- ❑ Standard 9: participates effectively in groups to pursue and generate information.
- ❑ Standard 10: understands the nature and operation of technology systems.
- ❑ Standard 11: uses a variety of technology tools to enhance learning, increase productivity, promote creativity, and communicate effectively.
- ❑ Standard 12: uses technology tools to solve problems and make informed decisions.

Integrated Technologies:

Big Idea(s)/Concepts:
(Students will understand that…)

Students will understand the impact a natural disaster has on geography and society as a whole.

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1. How does your natural disaster occur?

2. How much damage did your natural disaster cause?

3. What economic and social impacts occurred as a result?

4. What preventive measures were taken before the disaster?

5. How did your natural disaster alter the landscape?

Key Skills and Processes:

Students will know…	*Students will be able to…*
• How the disaster formed and the causes • The physical damage from the disaster • The economic impact of the disaster • How it changed the geographical landscape • How to prepare for future disaster of this type	• Explain the causes of the natural disaster • Calculate the economic impact of the disaster • List recommendations on how to prepare for future disasters • Relate stories from victims of the disaster • Describe the physical changes to the landscape caused by the disaster

Assessment:
(How will students demonstrate their learning?)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	**Other Evidence:** *(Quizzes, tests, homework, etc.)*
• Compose a 3-4 page profile of the disaster • List the after effects of the disaster • Collect minimum of 5 pictures of disaster • Organize a scrapbook on the disaster • Interview or research survivors of disaster	• Scrapbook • Written report • Appropriate graphics/pictures • Accurate bibliography included

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

Use print and non-print resources to research disaster
Collect pictures/graphics from print and non-print resources
Develop interview questions
Lesson on special print reference materials
Review bibliography format
Review information databases available in Media Center

Resources:
INSPIRE online databases
Online catalog
Reference collection available in school Media Center
Internet sources
Information databases available in Media Center
Interviews

Reflections:
Students: Information Literacy Reflection:
Which information sources were best suited to your project goal, and what search strategies did you use to gather your information? How did you determine chich sources and strategies to use?
Teacher/ Media Specialist:
(What worked, what didn't?)

Brochure Rubrics: World Geography 1

Student: _____   Teacher_____

Category	4	3	2	1
Writing-Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all the sections of the brochure have a clear beginning, middle, and end.	Most sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.
Content-Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89 – 80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness and Organization	The brochure has exceptionally attractive formatting and well-organized information	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94 – 85% of the facts and the graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Research Report Rubrics: World Geography 1

Student: _____   Teacher_____

Category	Excellent	Good	Satisfactory	Needs Improvement
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Diagrams and Illustrations	Diagrams and illustrations are neat, accurate, and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and all to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format	Some sources are not accurately documented.

INSPIRE:

A Home-based Research Source for the Entire Family

Indiana's Virtual Library

The online resource, ***INSPIRE***, is a service provided to the citizens of Indiana. ***INSPIRE*** is a virtual library on the Internet that can be accessed using any computer. It is a service of the Indiana Cooperative Library Services Authority, a network of more than 740 libraries. Type in the internet address www.inspire.net to access the various links and databases of information.

INSPIRE is for everyone. The information is credible, documented, and educationally sound, combining hundreds of resources and information links into a convenient format. Information includes:

- magazines
- newspapers
- consumer health issues
- businesses
- biographies
- historical documents
- general science
- Spanish-language titles
- kid-friendly periodical articles
- plus much, much more.

INSPIRE can help you and your student build critical thinking skills by encouraging them to locate and examine information from many different sources. The variety of materials reflects various perspectives and encourages students to analyze materials and information. It promotes the development of knowledge and life-long learning skills that will serve our students beyond the K-12 school years.

Families using AOL, Prodigy, AT&T, or any other out-of-state internet provider should follow the directions under the button ABOUT near the top of the Inspire homepage to obtain a Password for **INSPIRE** use.

Exploring INSPIRE Links Activity

Explore the **INSPIRE** links to find a site that pertains to a topic in your curriculum. Searching the links can be confusing! It may be helpful to keep track of each click along the way to discovery!
A really helpful link I found was_____

Steps I took to find this great site in INSPIRE links:

1. I type INSPIRE's URL address: **http://www.inspire.net**
2. I click on **Links** on the left side of the screen
5. I choose _____
6. I choose _____
7. I chose _____
8. I chose _____
9. I chose _____
10. I chose _____
11. I chose _____
12. I chose _____
13. I chose _____
14. I chose _____
15. I chose _____

This link will be helpful because _____
_____
_____
_____

8 Steps to INSPIRE Topic Searching

Step 4

Step 5

6. Fast-food 'natural' chicken takes wing on safety fears By: Bruce Horovitz. USA Today, 02/04/2005; (AN J0E311779462405)
   HTML Full Text

7. Food Additives: Are They Safe? By: Feder, David. Mother Earth News, Feb/Mar2005 Issue 208, p20, 1p, 1c; Reading Level (Lexile): 1320; (AN 15589154)
   HTML Full Text PDF Full Text (337K)

8. America's New Breadbox. By: Hensperger, Beth. Mother Earth News, Feb/Mar2005 Issue 208, p76, 3p, 2c; Reading Level (Lexile): 1190; (AN 15589262)
   HTML Full Text PDF Full Text (953K)

9. Coming Clean. Mother Earth News, Feb/Mar2005 Issue 208, p124, 1p, 6c; Reading Level (Lexile): 1120; (AN 15589869)
   HTML Full Text PDF Full Text (330K)

Step 6

New Search | View Folder | Preferences | Help

EBSCO HOST Research Databases

Basic Search Advanced Search Choose Databases

INCOLSA INSPIRE

Sign In to My EBSCOhost

Keyword Publications Subjects Dictionary Images

◀ 5 of 171 ▶ Result List | Refine Search Print E-mail Save Add to folder Folder is empty.

Formats: Citation HTML Full Text PDF Full Text (337K)

Title:	*Food* Additives: Are They Safe?
Authors:	Feder, David
Source:	Mother Earth News; Feb/Mar2005 Issue 208, p20, 1p, 1c
Document Type:	Article
Subject Terms:	CHILDREN -- Health & hygiene
FOOD additives
FOOD preservatives
UNITED States. -- Food & Drug Administration
FOOD -- Vitamin E content
ADDITIVES
Geographic Terms:	UNITED States
Abstract:	Examines the safeness of *food* additives. Effect of *food preservatives* and additives on children's health, according to the "Archives of Disease in Childhood" study published in June 2004; Information on a test being conducted by the U.S. *Food* and Drug Administration on additives that will be included on the *food*; Advantages of adding the tocopherol preservative to *food*. INSET: How to Read a Study.
Lexile:	1320

Step 7

81

Step 8

INSPIRE Search Activity

Use INSPIRE to locate the following information. Record your search strategy including key words. Write where you found the information on the line following the subject.

1. Iditarod date and location
   Search Strategy:

2. Side effects of Prozac
   Search Strategy:

3. Profession of Gordon Parks Sr
   Search Strategy:

4. Picture of Mount Vernon (Washington's home)
   Search Strategy:

5. Total Revenues of Comcast Corporation
   Search Strategy:

6. Five Hispanic-American women poets
   Search Strategy:

7. Research on effect of standards on reading
   Search Strategy:

8. IN vacation spots
   Search Strategy:

9. US Immigration Service (your first language is Spanish)
   Search Strategy:

INSPIRE Strategies (Suggestions!)

For each item, there are several ways to search **INSPIRE** to locate the information needed. The following suggestions show only one way.

1. Iditarod date and location _____INSPIRE Kids – Primary or Middle Search
   Search Strategy: Keyword Iditarod

2. Side effects of Prozac _____Health/Medicine
   Search Strategy: Keyword search Prozac

3. Profession of Gordon Parks Sr _____Biographies
   Search Strategy: Enter name Gordon Parks

4. Picture of Mount Vernon (Washington's home)_____Image Collection
   Search Strategy: Photos of places – Mount Vernon

5. Total revenues of Comcast Corporation _____ Company Profiles
   Search Strategy: Comcast

6. Five Hispanic-American women poets _____Biographies
   Search Strategy: Custom Search – Ethnicity – Gender

7. Research on effect of standards on reading _____Professional Development Collection
   Search Strategy: reading **and** standards

8. IN vacation spots _____Indiana Links
   Search Strategy: Travel & Tourism - Visit Indiana

9. Recent US Immigration Policies (your first language is Spanish)
   _____Informe or Materiales Espanoles
   Search Strategy: immigration and US or Immigration and policies

INSPIRE Kids Searching:

1) Open your Internet browser (Explorer or Netscape)
2) Type the INSPIRE address: http://www.inspire.net
3) Select "Search INSPIRE Databases!"
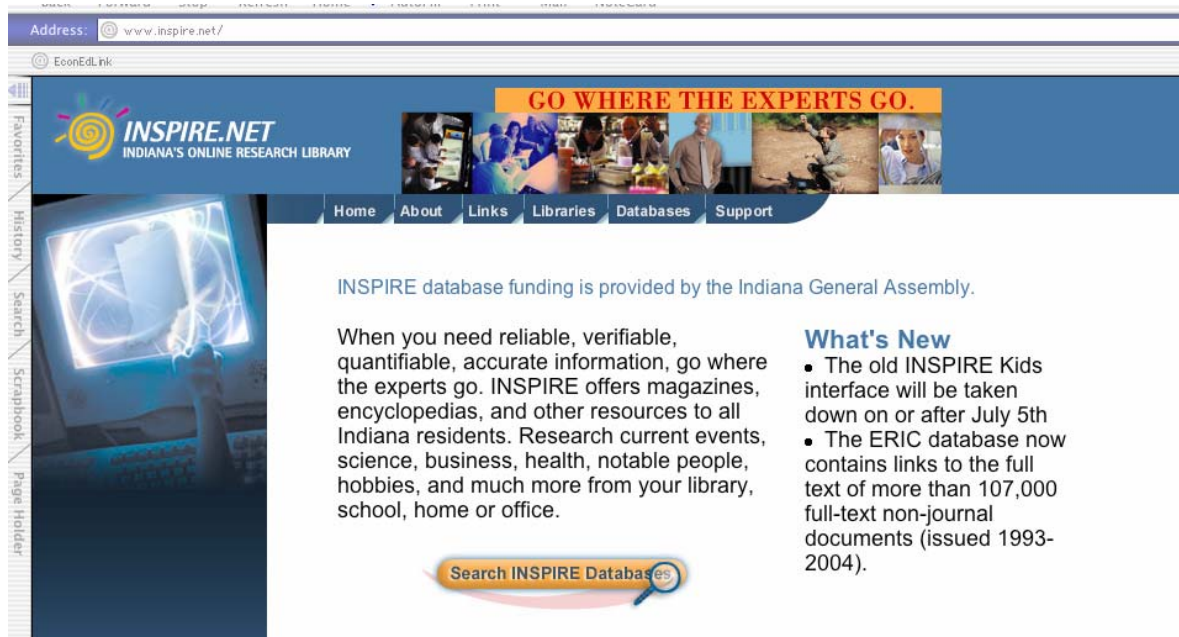
4) When the INSPIRE database page opens, select Inspire Kids.
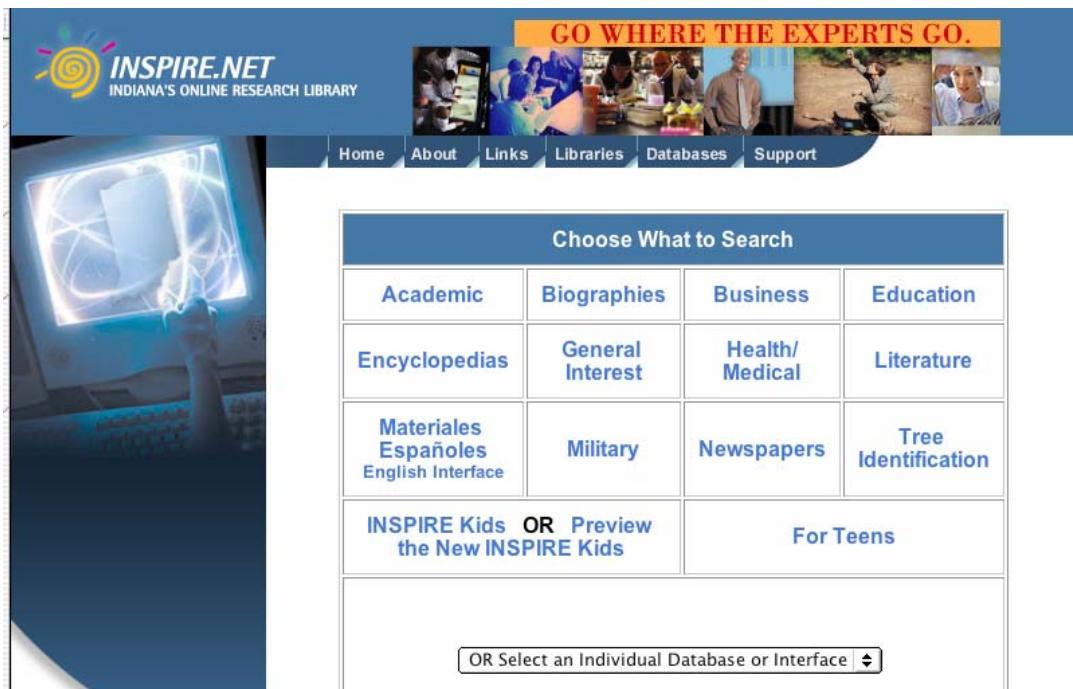
5) Click to check the sources you want to use (magazines, encyclopedias, dictionary, pictures)

6) Type the keyword for your search

7) Click

8) Read through article titles and names of periodicals to find an article of interest.

9) When you find an interesting article, click on the title to see a summary of the article.

Searchasaurus found 33 items on: "Bill of Rights"   Need help?

◄ Results 1-10 of 33 ►   Pages: 1 2 3 4

1. Ten Original Amendments: The Bill of Rights. World Almanac & Book of Facts, 2005, p566, 2p; Reading Level (Lexile): 860; (AN 16982580) 📄

2. The Parents' Bill of Rights aims to protect children. Christian Science Monitor, 4/28/2004, Vol. 96 Issue 107, p12, 0p; Reading Level (Lexile): 950; (AN 12935697) 📄

3. Ten Original Amendments: The Bill of Rights. World Almanac & Book of Facts, 2004, p551, 2p; Reading Level (Lexile): 850; (AN 12117945) 📄

4. Patrick Henry: A Spokesman for Southern Colonies. Monkeyshines on America, Dec2003 Virginia Issue, Part 1, p22, 1p; Reading Level (Lexile): 850; (AN 12729074) 📄📄

5. George Mason. Monkeyshines on America, Dec2003 Virginia Issue, Part 1, p34, 1/3p; Reading Level (Lexile): 960; (AN 12729162) 📄📄

6. Bill of Rights: Worth a Lot of (Dollar) Bills! By: Thompson, Sharon. National Geographic Kids, Sep2003 Issue 333, p10, 1/4p, 1c; Reading Level (Lexile): 830; (AN 10655738) 📄

10.) When you find an article of interest, click on the [📄] to see the entire article.

11) If the article has information you are seeking, you may print it out, or you may click on it to save the article for emailing to yourself or to view after you've read other articles.

If the article is not useful click **Return to list of results** to go back to list.

12) To email an article - Click on   **E-mail**

13) Complete the form by adding your email address

- **Then click**   **Send my e-mail**

Appendix

INSPIRE Databases

Academic Search Elite
- Information from a wide range of academic areas including **social sciences, humanities, general science, education and multi-cultural studies**
- Full text for over 1,530 journals with many dating back to 1990
- Abstracts and indexing for over 2,747 scholarly journals

Biography Resource Center
- In-depth coverage of **current and historic people** from almost every field of endeavor.
- Search by name, nationality, place, date, occupation, gender, or ethnicity
- 300,000 biographies on more than 220,000 people compiled from nearly 80 Gale Group reference resources
- Full-text articles from nearly 250 periodicals
- 30,000 citations from Gale's Almanac of Famous People
- 7,000 portraits

Business Source Premier
- Includes topics such as **management, economics, finance, accounting, and international business**
- Indexing and abstracts for 2,811 business journals
- Full text for nearly 2,274 journals
- Full text backfiles are available for many journals back to 1990

Business Wire News
- Provides **access to business newswires from all over the world** covering business, politics, economics, and international news events
- Full-text items from more than 50 sources
- Updated daily, with 30 days of current information

Clinical Pharmacology
- Up-to-date, concise and clinically-relevant **drug monographs for all U.S. prescription drugs**, hard-to-find herbal and nutritional supplements, over-the-counter products and new and investigational drugs
- Monographs include description, mechanism of action, pharmacokinetics, indications, dosing by indication, including FDA-approved and off-label uses, and pediatric, adult and geriatric dosing, contraindications, adverse reactions, classifications, and costs
- Includes patient education records in English or Spanish
- Also accessible through **Health Source: Consumer Edition**
- Updated quarterly

Company Profiles
- Accessible by selecting Company Profiles from the list of individual databases or searching Business Source Premier or Corporate ResourceNet individually

- Extremely **detailed company profiles** for the 10,000 largest companies in the world
- Brief overviews and more in-depth (PDF) profiles
- Updated on a quarterly basis by Datamonitor

Corporate ResourceNet
- Designed to meet the diverse information needs of today's companies
- Full text articles from over **1,300 magazines and journals**
- Full text information dates as far back as 1985

EBSCO Animals
- Offers in-depth information on a variety of **topics relating to animals**
- Indexing, abstracts, and full text records describing **the nature and habitat of familiar animals**
- **Images** available for some records

ERIC
- ERIC is the **Educational Resource Information Center**
- Contains digests from 2,200 research and technical reports [ERIC documents=ED]
- Indexes more than 980 education and education-related journals in the Current Index to Journals in Education (CIJE) [ERIC journal articles=EJ] Selected full text articles are available for some documents and journal articles
- Links are available to EDRS (ERIC Document Reproduction Services) to order documents Updated quarterly

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Funk & Wagnalls New World Encyclopedia
- Contains **over 25,000 records**
- Full text for each record
- Updated annually

Health Business FullTEXT
* Publications covering the **business of health care administration including topics such as staffing, health care regulation, health care facilities management, marketing, and finance**
* Full text coverage for nearly 130 well-known administrative journals

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Health Source: Consumer Edition
- Provides full text from over 165 periodicals covering **nutrition, exercise, medical self-care, childcare, and drug and alcohol abuse**
- Includes **Stedman's Medical Dictionary**
- Full-text of books from the People's Medical Society
- Includes items from Clinical Reference Systems
- Full text for over 1,069 pamphlets and 20 books

Health Source: Nursing/Academic Edition

- Provides access to over 520 full-text journals, and 560 indexed journals
- **Nursing, allied health and medicine journals** are included
- Can search for peer-reviewed articles

Image Collection
* Over 100,000 images
* Includes maps and flags of countries and states
* Search by image description, or browse through images of people, places, or nature

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Informe!
- Indexing, full-text and images of the most popular **Spanish-language magazines and pamphlets - not just translations**
- Spanish thesaurus and interface were created exclusively for native Spanish speakers
- Indexing and abstracts for 60 titles
- Full-text coverage of over 40 titles
- Coverage from 1996 to present

Knight Ridder Collection
- 90-day archive of approximately **100 newspapers from the Knight Ridder wire service**
- Titles include: The Boston Globe, Chicago Tribune, The Orlando Sentinel, and The Sacramento Bee
- Updated daily

Lit Finder
- Includes **Poems, Stories, Essays, Speeches, and Plays**
- 125,000 full-text poems
- 850,000 poem citations and excerpts
- Thousands of full-text classic and contemporary short stories
- Full text essays and discursive writing based on books published in the 20th century
- The best and best known speeches of the past 2,500 years categorized into easily searchable genres
- Over 1,000 plays complete covering the range of dramatic expression

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MAS Ultra--School Edition
- Full text general reference database designed for high school students
- Indexes more than 535 journals, with 461 journals in full-text
- Has over 5,000 Magill Book Reviews
- **Includes Essential Documents of American History**, a database of over 1,000 primary historical documents including the Bill of Rights, the Constitution, The Federalist Papers, historical speeches, etc.
- Coverage of the **CIA World Factbook**
- Full text for over 500 pamphlets

- Carries nearly 5,000 Magill Book Reviews

MasterFILE Premier
- Full text from over 1,840 **general reference, business, health, general science, and multi-cultural periodicals**
- Indexing and abstracts for over 2,824 periodicals
- Full text backfiles go as far back as January of 1990, while indexing and abstract backfiles go as far back as January of 1984
- Updated daily

MEDLINE
- Provides authoritative article abstracts and citations on **medicine, nursing, dentistry, veterinary medicine, and healthcare** from the professional literature
- In the EBSCOhost Interface there are links to some full-text EBSCOhost journals
- Covers over 4,000 current biomedical journals from around the world
- Created by The National Library of Medicine, MEDLINE uses MeSH (Medical Subject Headings), with tree structures and explosion capabilities
- Updated monthly

Middle Search Plus
- Designed for middle school students
- Provides full text from nearly 114 **general reference, health and science magazines**
- Indexing and abstracts for nearly 200 magazines
- Full text of 265 pamphlets, over 5,000 Magill Book Reviews, 36 reference books, 1,800 full-text historical essays
- Full text backfiles go as far back as January of 1990
- Indexing and abstract backfiles go as far back as January of 1984

Military & Government Collection
- Designed to offer **current news pertaining to all branches of the military**
- Cover-to-cover full text for nearly 400 journals and periodicals
- Indexing and abstracting of over 500 titles

Newspaper Source
- Provides selected full text for **159 U.S. and 18 international newspapers, and six newswires**
- Full text includes the Christian Science Monitor, the New York Daily News, and the Los Angeles Times
- Updated daily

Primary Search
- Provides full text articles from over 76 **children's magazines** appropriate for elementary schools and children's reading rooms
- Indexing and abstracts for over 120 magazines
- Includes over 1,100 full-text **historical documents** and 100 pamphlets

- Full text of 18 student reference texts, including the **World Almanac and the World Almanac for Kids**
- Updated weekly

Professional Development Collection
- A highly specialized collection of electronic information especially for **professional educators**
- Information on everything from children's health and development to cutting-edge pedagogical theory and practice
- Abstract and index coverage for over 800 well known professional development titles
- Full text for nearly 750 journals

Regional Business News
- Provides comprehensive **full text for regional U.S. business publications** (including titles from Crain Communications) covering business, politics, and economics. Full-text items from more than 75 sources.
- Updated daily.

TOPICsearch
- Explore **social, political and economic issues, scientific discoveries and other popular topics discussed in today's classrooms**
- Over 78,000 full text documents
- Selected full text articles for nearly 100 U.S. newspapers
- 2,500 diverse sources including international and regional newspapers, periodicals, biographies, public opinion polls, book reviews, pamphlets, and government information
- Four different search methods: topic, subject, natural language and keyword
- Includes an online dictionary

What Tree Is It ?
- Full-color photographs **identify trees by leaves, fruit or bark**.
- Includes information on over 170 different trees of the Midwest by both common and Latin names.